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ABSTRACT

This report on the French Teaching Modules Project is divided into four parts. Part one describes current theoretical concerns in second language curriculum and outlines a scheme for second language curriculum development. Part two explains the history of the project and the underlying principles of modules. Part three describes case studies which illustrate the experimentation with modules. The case studies reported have been examined in terms of topic selection, substantive and linguistic research, module design, and formative evaluation and revision procedures. Part four offers a description of a scheme for the systematic evaluation of modules and describes two case studies in which this scheme was applied.
(Author)

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MODULE MAKING

A Study in the Development and Evaluation of Learning Materials
for French as a Second Language

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Abstract

The French Teaching Modules Project, now referred to as the Module Making Project, is a curriculum research project which is exploring alternatives in second language pedagogy. Through several small research studies, each a minor project in its own right, the project is exploring an expanded view of the curriculum for French as a second language and developing a set of procedures for second language materials development. This project, which was an attempt to meet the long-standing criticism of some current teaching practices, has two main objectives: research into the potential value of non-sequential independent units, and the elaboration of a broad curriculum scheme which incorporates language, culture, and activities in the teaching and learning of the target language. The significance of these objectives is not confined to French: it has relevance for other languages. The directions of this project are:

1. the study and elaboration of principles of non-sequential materials
2. experimentation with prototypes of non-sequential materials in the form of modules
3. the study of systematic evaluation procedures for non-sequential materials

The report is divided into four parts. Part one describes current theoretical concerns in second language curriculum and outlines a scheme for second language curriculum development. Part two explains the history of the project and the underlying principles of modules. Part three describes case studies which illustrate the experimentation with modules. The case studies reported here have been examined in terms of topic selection, substantive and linguistic research, module design, and formative evaluation and revision procedures. Part four offers a description of a scheme for the systematic evaluation of modules and describes two case studies in which this scheme was applied.

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Preface

Between 1970 and 1976 the Modern Language Centre of The Ontario Institute for Studies in Education developed experimental learning materials for the teaching of French as a second language that were described as 'French teaching modules.' Many French teachers in Ontario as well as elsewhere in Canada have become familiar with some of these modules. At the same time as this project was producing modules it was also concerned with broader questions of the second language curriculum and the principles underlying the making of sound learning materials for second language classes at all school levels. The present volume is intended to make some of these thoughts available as a contribution to current discussions on language curricula and materials development. We hope that our experience can be useful to others involved in similar enterprises.

Two other studies undertaken with the Modules Project have been reported separately. They are a survey of French teaching materials in use in Ontario Schools and a study in formative evaluation of curriculum materials for the teaching of French as a second language.

None of this work would have been possible without grants received from two sources: the Ministry of Education of Ontario and The Ontario Institute for Studies in Education. We are grateful for the regular material support for this project. By its very nature the making of French teaching modules has involved the participation of teachers of French and their students. We acknowledge with thanks the willing help, obvious interest, and constant co-operation of many Ontario schools, their French teachers and students, throughout the period of this project from 1970 to 1976.

1 Theoretical Orientation

RECENT TRENDS IN SECOND LANGUAGE EDUCATION

Until recently the construction of a second language program had been treated mainly as a matter of practical experience and intuition, and the principles on which a language curriculum was based were taken largely for granted. It was regarded as a matter of course that a language program would advance from easy to hard, simple to complex, elementary to advanced. The main principle of progression was grammatical and to a certain extent vocabulary was introduced progressively.

In the early 1960s the strict sequencing of language teaching programs was treated as axiomatic. The secret of a good audiolingual course was the carefully designed progression of structures and vocabulary. About ten to fifteen years ago, Mackey (1965), and Halliday, MacIntosh, and Strevens (1964), provided a theoretical basis for this arrangement of language teaching materials.

In recent years, however, these principles of curriculum development have been seriously questioned: Are there other ways besides a purely grammatical progression in arranging a language course? Is the attempt to provide a strict linguistic progression theoretically defensible?

On purely practical grounds, rigidly organized language programs have been criticized because they are expensive, they may not fit into the organization of a school system, and they cannot be easily adapted.

ALTERNATIVES

A number of suggestions have been made and experimented with in response to these questions and criticisms. They express a certain

uneasiness about the structure of language teaching programs currently in use and a desire to find alternatives. A few of these will be briefly sketched below.

- The topical syllabus

In the topical syllabus, linguistic items (chiefly lexis) are controlled by the topic. 'Everything which can be said about a particular topic is allowed; any syntactic or situational limitations will be imposed solely by the topic' (Cook, 1970, p. 72). Thus, if the topic is 'Pop Music Today,' certain expressions, such as 'supergroup,' will be introduced.

A topical syllabus encourages students to communicate by giving them something to talk about. This a purely grammatically based syllabus finds difficult to do. The topical syllabus has made evident that in language teaching the substance and subject matter of curriculum can be an important focus. On the other hand, the topical syllabus offers no linguistic progression, and the question remains whether a purely topical choice of materials is sufficient for the organization of a language course.

- The situational syllabus

This syllabus is similar to the topical syllabus. Jakobovits (1970), for example, has argued that it is impossible to organize a curriculum in any rational sequential order; he suggests, therefore, organizing language teaching in independent learning packages related to specific needs of learners. The learner is thought of as needing the language in certain situations. The situations are identified and then analysed for linguistic content.

Language for special purpose courses provide an example of programs that are developed according to learner's specific needs (Stevens,

1978). The teacher or course developer defines as closely as possible the situations in which the learner will be required to use his second language and the uses he anticipates that the learner will need. He then organizes the program according to these situations and uses. A successful application of situational principles is exemplified by materials for teaching English as a second language to scientists (Allen and Widdowson, 1974).

Preparation of a situational syllabus presents obvious problems. Language use, even in specified situations, is not fully predictable. A good example of this problem is offered by language guides for travellers. These usually attempt to organize language uses according to situations: At the Customs, In the Hotel, Asking the Way, etc. The common experience of users of such guides is that in practice they do not work when they are most needed.

Ideally, the elaboration of a situational syllabus should be preceded by careful research to determine language use in given situations, as, for example, Candlin has done for the training of foreign engineers, economists and urban planners in Britain (Candlin et al., 1975). This is, admittedly, an enormous task. An ambitious and admirable attempt to specify situations of language use is the Threshold Level Syllabus of English and French prepared by the Council of Europe (1975 and 1976).

● The notional syllabus

Recent developments in semantics have prompted the idea of developing a syllabus around conceptual categories or meanings. A notional syllabus is proposed by Wilkins (1972, 1973, 1976). From the individual learner's point of view, the aim of any utterance is to communicate something, and Wilkins contends that the content of an utterance is

determined much more by the individual than by external or situational factors. It should be possible to determine what kind of thing a learner is likely to want to communicate. Once the types of potential contents have been described, the formal language features used to realize those contents can be identified.

The notions to be included in a syllabus are more or less abstract semantic concepts which are used in verbal communication. They can be divided into semantico-grammatical categories and categories of communicative functions. The first category consists of such major groups as notions of time, quantity, and space. The second category is more concerned with the speaker's intentions and attitudes.

The problem with the notional syllabus is how to arrive at a categorization of meanings. The desire to express meaning presents the language learner with certain choices of expression, e.g., in stating a wish, the learner is confronted with a number of options: 'I would like to...', 'I want to...', 'May I...', 'Please....' Some of these forms may well fit into more than one notional category. To be entirely satisfactory, a framework of categories needs to be established in some systematic or rational fashion showing interrelationships; and an inventory of the different realizations possible must be provided. Of course, this is an immense task. One application of a notional approach is illustrated in a recently developed BBC television and radio course in which the content was determined mainly on the basis of notional and situational criteria (Peck, 1976).

● The non-syllabus

Against all these schemes some theorists have advocated the abandonment of any form of systematic ordering of language programs. Instead they propose that all that is needed is to provide opportunities for

genuine communication for the learner and to ensure that the learner becomes actively involved in some project or activity requiring the use of language. On the theoretical side, authors such as Newmark (1970 and 1971), Newmark and Reibel (1968), and Macnamara (1973) have proposed this approach. Thus, in one experimental ESL course for foreign students in a British university, the course content was devised as an orientation program on the university and not as a language course (Allwright, 1976). In certain ways, immersion programs and extended French programs can be regarded as illustrations of this principle (e.g., Lambert and Tucker, 1972, and Stern et al., 1976); their focus is on subject matter or activity involving language use rather than on a systematic presentation of language as such.

- Teacher-made programs

Recently teachers and school systems have been encouraged to prepare their own curricula and materials or to adapt existing programs to their own uses. This approach has the advantage of involving teachers directly in shaping their programs; but often the complexity of good materials preparation is underrated.

If the survey conducted by Richards and Stern (1976) provides a true indication of actual trends, it is clear that most language teachers rely mainly on published materials and make up their own materials only to a limited extent.

THE MODULES APPROACH

The modules approach to be described in this study is another response to the various concerns and developments mentioned above. Its main emphasis has been a move away from the rigidity of sequential materials and the provision of smaller, more manageable units readily available for the classroom. However, our experience in the Modules Project has

led us to conclude that a language curriculum should not throw out the ordered presentation of the language; rather, it should combine principles of sequential order with flexibility. We therefore envisage that a future curriculum will be based on guides which will provide linguistic continuity and progression and modules which will provide the substance and content with greatest flexibility. These broad principles are elaborated in the following points.

Sequential Order

A language cannot be learned in one big stride. Therefore the principle of sequential order, defined by Halliday et al. (1964) and by Mackey (1965), is still valid. Even if there is no single or completely satisfactory linguistic progression, a pedagogical arrangement which is suitable to given learning conditions is still desirable. Such sequences, which should be arrived at on empirical grounds, can be incorporated in guides to help teachers and students organize learning in an ordered but not rigid fashion. In other words, we do not accept the radical idea of the non-syllabus. We do not say that a language could not be learned without a sequence, for a language can be learned in natural settings; but where languages are taught as one subject among several in the school curriculum a sequence is a necessity.

Multiple Approach

The criticism of the grammatical sequence as the main or only principle of organization is valid, and the concepts of semantic notions, situations, or topics as organizing principles have been an enrichment. But in our view these are not alternatives; they complement each other. The content of a language course needs a progression in terms of different principles such as grammar, notions, or topics.¹ In practice,

¹The idea of a multiple approach has been expressed by Corder (1973).

those who have experimented with principles of curriculum organization (e.g., the Council of Europe) have employed a multiple approach.

Flexibility

Materials developers are faced with the problem of preparing materials for use in a variety of situations and to suit a variety of teachers' and students' needs. Course materials should be flexible enough to respond to different teaching and learning characteristics with which both teachers and learners approach language learning. For example, not everyone can be expected to attain the highest levels of second language proficiency; different levels of command are to be expected, depending on the length of the second language program and students' motivation and ability.² Teachers and students may also vary in their interest in different subject matter. Moreover, learners learn languages for different purposes. Flexibility of course materials is also needed when scheduling is changed, for example, when ability grouping, 'semestering,' or 'mini-courses' are introduced.

Worthwhile Content

The substantive content or subject matter of language courses has been criticized particularly by those who believe that programs should involve genuine communication. They rightly insist that the content of second language courses should be meaningful to learners, perhaps through more emphasis on subject matter and less on language drills. Activity materials which encourage learners to make use of the second language, and cultural materials which provide information, are needed to complement materials which stress the development of second language skills as such.

²Such differences in aim are postulated in the Report of the Ministerial Committee on the Teaching of French (the 'Gillin Report').

A MODEL FOR CURRICULUM DEVELOPMENT IN SECOND LANGUAGES

A language curriculum based on multiple criteria can be illustrated diagrammatically, as on the following page.

Vertically, the language curriculum attempts to provide, concurrently, opportunities for teaching language, teaching culture, and providing activities. Curriculum guides and materials (e.g., modules) expressing objectives and content in subject matter terms are needed for these three areas.

The horizontal divisions refer to the changes that teaching and learning are to produce in the learner - the acquisition of the new language and all that goes with it. The concepts needed to describe these changes may be expressed in psychological or behavioural terms such as 'behaviour,' 'skill,' 'knowledge,' and 'affect' or 'attitude,' as most of the schemes of objectives, including the Bloom taxonomies and those derived from them (Bloom et al., 1971), have done.

In our model these changes or objectives are expressed in four major classes:

- (1) proficiency
- (2) knowledge
- (3) affective learning (attitudes and values)
- (4) transfer (learning beyond the language given)

Classes (1) to (3) have an obvious similarity to the domains of the Bloom taxonomy that are recognized in other recent taxonomic schemes. Class (4), transfer, repeats the same three classes (1) to (3) on a more generalized plane.

This classification, which provides the basic categories for the expression of objectives, offers only an ordered presentation; it is not intended to represent a 'taxonomy' which arranges the objectives

ASPECTS OF FOREIGN LANGUAGE CURRICULUM	LEARNING OBJECTIVES			
	<i>Proficiency</i>	<i>Knowledge</i>	<i>Affective Learning</i>	<i>Transfer</i>
<i>Language</i> Phonology Grammar Lexis Semantic notions Sociolinguistic categories				
<i>Culture</i> Way of life Social, political, and economic aspects Literature, art, and music				
<i>Activities</i> Language use, e.g., sports, games, personal interests, learning other subjects in foreign language				

FIGURE 1: Model for curriculum development in second languages.

in a strictly hierarchical order (from concrete to abstract, elementary to advanced). The logic of arrangement is that it advances from the most fundamental objective, language proficiency, to objectives which are more removed from this first objective but which may play a part in many types of curricula, e.g., transfer. If language proficiency is absent as an objective, the curriculum (program, course, textbook, lesson, etc.) can hardly be described as a language learning curriculum. But apart from that, this classification does not in itself indicate any other priorities. Different approaches to language teaching or language curricula may vary in the emphasis which they place on given objectives.

This twofold system of categories can be applied differentially to the language learning needs and conditions of various groups of learners. Factors to be taken into account must be (1) the learner's age and stage of psychological maturity, (2) the different stages of learning and teaching the language, ranging from a 'minimum' or 'threshold level' of achievement to an advanced level of near-native command of the second language, (3) differentiation of learning objectives according to the differences in achievement needs and purposes of different learners.

How these principles can be applied to the development of modules is described in the next chapter.

2 History and Principles of the Project

The French Teaching Modules Project was begun in 1969-70 to explore a new approach to second language curriculum development. To place the project in its historical perspective, a brief overview of recent trends in second language programs is given below.

Before the 1950's the materials used in second language programs consisted of a textbook containing narrative, grammatical exposition, exercises, and a glossary. Some textbooks were divided into several parts, each division representing about a year's work. In addition, teachers used other aids, such as readers, reference grammars, books of drills and exercises, song books, records, and so on, but the textbook was essential and central to the language program.

However, in the mid-fifties, with the shift towards the spoken language and introduction of technological aids, several attempts were made to produce second language materials that were not primarily book-based. The basic content of the language program was presented on films or filmstrips and tapes so that the student wrote and read less and listened and spoke more: these were referred to as audiolingual and audiovisual courses or programs. In these materials, the textbook was no longer the central core.

From about 1960 onwards, language materials often combined both the textbook and the audiovisual approach in one large kit. In some cases a series of kits provided an entire second language program, from beginning to advanced levels of language learning. Such extensive, comprehensive sets of materials were often referred to as integrated programs.

The textbook, the audiolingual or audiovisual course, and the in-

egrated program were all intended to be sequential teaching programs providing a syllabus, teaching materials, and methods, as well as a regular progression from beginning to advanced stages in the language concerned. Under ideal circumstances, their advantage lay in the fact that they provided a gradual progression and a secure sequence; they acted as the teacher's daily companion throughout the length of the course. Nonetheless, certain weaknesses seemed inherent in this approach. The construction of a program was based on certain assumptions about students' needs, and on certain linguistic, psychological and pedagogical presuppositions. If these had never changed, a good integrated program would indeed have been ideal. However, many of these assumptions have changed. The most carefully prepared program could suddenly become inappropriate because of changes in the structure of the educational set-up or new developments in linguistic, psychological, and pedagogical thought.

The big sequential program was ill-adjusted to new trends in education that stressed a more flexible, more student-initiated, educational process less concerned with the notion of grades and fixed progression. Furthermore, such a program was often based on a particular teaching situation or on the author's individual teaching style, neither of which was easily repeatable. The investment was often so large for both the producer and the purchaser of a program that a change could not usually be contemplated, even where a program had become inappropriate.

These concerns about the large integrated programs led to the initiation of the French Teaching Modules Project as early as 1969. The project proposed an alternative approach to language teaching and materials development.

Instead of a large integrated program offering a fixed sequence or progression, a more flexible curriculum was proposed using modules or small independent kits with limited aims and scope. Modules would be able to be used flexibly in a variety of teaching and learning situations. Teachers would be able to combine them and use them in whatever way suited their courses, their students, and their own teaching styles and preferences. The French Teaching Modules Project was proposed in order to examine the concept of modules and its implications for curriculum development in French as a second language and to prepare some experimental modules for French classes.

In the preparation of experimental modules we decided to restrict ourselves to the making of modules which were to complement existing programs. In other words, there was no intention of replacing integrated programs. We recognized that the integrated programs, in spite of deficiencies, provided two essential components of a language curriculum, an orderly presentation of the French language and ample practice materials. We decided, therefore, to experiment with the concept of modules in areas of the French curriculum not covered by the integrated programs used in Ontario at that time.

To find out which programs were in widespread use and to learn about their strengths and weaknesses, we started the project with a survey. A questionnaire was sent out to French teachers at all levels of schooling. The survey showed that there was considerable interest in modules (Weinrib, 1971); it also revealed a particular demand for supplementary cultural materials with Canadian content. The project therefore tried to meet this need first of all.

At the same time as early modules were being developed, the model for curriculum development in second languages outlined in the pre-

vious chapter began to take shape. In keeping with the decision not to attempt to replace programs in use, which were seen to teach mainly the language area of the model, the project concerned itself mainly with the cultural and activity area (see Figure 1). Through modules we sought to provide substantive content of educational value and real interest to students and to involve learners in activities that would use their French in communicative situations. In the light of the model, we began to look upon these modules not so much as 'supplementary' or 'ancillary' aids but as parts of two essential areas of the French curriculum not covered by the integrated programs in use. If modules were successful, a sufficient number of them, when developed, could form a large part of the curriculum by providing the necessary cultural and activity components and by bringing substantive content of real interest to students.

The Modules Project stressed two aspects during the development process: (a) research to document the content, and (b) formative evaluation so as to establish the effectiveness of the materials before publication. Accordingly, a procedure of module development in several well-defined stages was established: the selection stage, the research and documentation stage, the design stage, the evaluation and revision stage.

During the selection stage, a module topic was chosen within the three broad content areas - language, culture, and activity - referred to in chapter one. The topic choice was justified on the grounds of needs identified in part by the Weinrib survey (1971), by the later survey conducted in 1976 by the French Teaching Modules Project (Richards and Stern, 1976), and by the theoretical considerations previously outlined.

The research and documentation stage involved research into sources, documentation, and selection of information for the topic in question. For some modules, first-hand research was necessary because little documentation existed. The content of each module was based on specific linguistic and thematic studies; we wanted to make sure that the information in the module was as accurate and up-to-date as possible, and that the content was authentic.

When selection and research had been completed a unit was then designed. The manner of presentation took into account module objectives, the suggested audience level, and the nature of the content of the proposed module.

We also felt it was important to evaluate and revise the modules. In this way we hoped to avoid including materials that might be found unsuitable only after they had been published and widely distributed. Prepublication or formative evaluation became a regular stage in the development of modules. Evaluation often proceeded in two stages, pilot trials on a restricted scale and field trials on a large scale throughout the province.

The preparation of modules thus embodied certain basic principles of materials development, namely, research and documentation on the material forming the content, a clear definition of the objectives and the target audience influencing module format, and formative evaluation.

Moreover, we aimed at a high degree of flexibility and openness in the modules in order to meet a variety of student and teacher needs as well as a variety of teaching situations. We attempted to narrow the gap between the language of the classroom and the language of the real world outside by presenting French language materials taken from

the students' immediate environment. Students were given the opportunity to discuss real issues affecting themselves and their peers and to become acquainted with the environment of their French Canadian peers. The potential of modules for the construction of a flexible cultural syllabus and a language activity syllabus as components of a French language curriculum became more apparent as the number of completed modules increased.

3 Development of Modules

In this chapter the stages of development of modules are illustrated by four examples. The preparation of each module appeared as a small research, development, and evaluation study involving the aspects mentioned in chapter two: selection of a theme or topic; content documentation and research, and linguistic research; module design; and test-teaching, evaluation, and revision of draft modules.

SELECTION OF A THEME OR TOPIC (STAGE 1)

The four modules in this study each dealt with a different topic. A brief description of each topic follows.

The lack of reading material at an introductory level of reading ability and the lack of contemporary French Canadian cultural materials at this level were two considerations leading to the development of De Chez Nous. It was decided to develop a reading module, the content of which would be cultural information about Quebec. This module would be designed for students with beginning reading skills.

The topics chosen were Quebec City and the Quebec Winter Carnival. The proposed reading module would thus complement an earlier listening module on Montreal, but would deal with another city in the province and present the information in a different format. We thought that some students would be familiar with the Winter Carnival and would be interested in learning more about it. It was decided that both historic and modern aspects of Quebec City should be included in the module.

Gilles Vigneault - l'homme et l'oeuvre was proposed as a sequel to an earlier module, Chansons et chansonniers, which had introduced the Quebec chansonnier Gilles Vigneault and three other Quebec artists. In both of these modules, as well as in a module on Lévesque and sepa-

ratism, there is an attempt to portray contemporary Quebec in terms of some of the individuals who have influenced Quebec in some way. Gilles Vigneault is a popular and respected literary figure in Quebec today. It was decided to prepare a module which would guide advanced students in a literary appreciation of Vigneault's work.

The overall lack of opportunity for most English-speaking students of French to listen to natural Canadian French speech gave rise to the module Devant le Micro. We thought it would be a good idea to build up a bank of taped interviews with French Canadians from which a number of listening comprehension modules could be drawn.

René Lévesque et le séparatisme was proposed to acquaint students with René Lévesque and the issue of separatism in French Canada. Through learning more about this leading French Canadian political figure, students could also learn about English-French relations in the province of Quebec, historical issues affecting these relations in Canada, and the question of federalism and separatism in present-day Quebec.

These four modules were intended to meet specific needs. They also sought to illustrate, in a concrete way, the multiple criteria suggested for curriculum development in second languages. The following chart, characterizing the topics of the modules in terms of Language, Culture and Activity, as well as in terms of Learning Objectives, illustrates this application.

DOCUMENTATION AND RESEARCH IN MODULE PREPARATION (STAGE 2)

ASPECTS OF CONTENT DOCUMENTATION AND RESEARCH

In preparing these modules on French Canada we were faced with the problem of how to gather accurate, up-to-date cultural information. It was decided to base module content on many sources; primary sources

MODULE	COMPONENT EMPHASIZED	LEARNING OBJECTIVES			
		<i>Proficiency</i>	<i>Knowledge</i>	<i>Affective Learning</i>	<i>Transfer</i>
<u>De Chez Nous</u>	Culture	-to give students an opportunity to read about Quebec City, past and present	-to acquaint students with some facts about Quebec City	-to arouse interest in Quebec City	-to encourage reading in French and seeking information about Quebec
<u>Gilles Vigneault-- l'homme et l'oeuvre</u>	Culture	-to enable students to understand the poetry of Gilles Vigneault	-to acquaint students with Gilles Vigneault as a poet	-to foster an enjoyment of Gilles Vigneault's poetry	-to encourage reading of other French and French Canadian poetry -to develop an understanding of modern literature
<u>Devant le Micro</u>	Language	-to give students the opportunity to listen to some informal French conversations of French Canadian teenagers	-to acquaint students with the attitudes of their peer group in French Canada	-to foster interest in the peer group in Quebec -to create an opportunity for understanding the French Canadian peer group	-to encourage dialogue in French with French-speaking teenagers
<u>René Lévesque et le séparatisme</u>	Culture	-to use French to explore important Canadian issues through print, tape, and discussion	-to acquaint students, through exploring the life and opinions of Rene Levesque, with issues concerning French-English relations in Canada	-to foster understanding of political realities	-to develop interests that can be pursued in Canadian studies and to make current events meaningful

FIGURE 2: Application of the model to four modules. (By a coincidence, among the modules dealt with in this report none has a main emphasis on activity. An example of a more recently published module with this emphasis is Le Hockey).

were used whenever possible, as well as secondary sources. All sources were stated in reference lists compiled for each module.

The following sources have proved to be most useful: use of the recorded interview, use of other primary sources, direct communication with persons and organizations in a position to supply information on the topic, use of secondary sources, and use of experts. These will each be illustrated below.

- Use of the recorded interview - a primary source

For De Chez Nous, interviews were conducted with Raymond, a native of Quebec City, and with Bonhomme Carnaval, the snowman emblem of the Quebec Winter Carnival. The first interview yielded information on contemporary Quebec City, such as student life and entertainment, and a comparison of Quebec City with Montreal. The interview with Bonhomme Carnaval gave a behind-the-scenes look at preparations for the Quebec Winter Carnival. Both of these interviews, conducted in Toronto, gave information which we found lacking in secondary sources. The interviews not only provided background information on Quebec City and the Carnival, but, as will be shown, were also incorporated into the module itself.

In the case of Gilles Vigneault - l'homme et l'oeuvre, a question-and-answer period was recorded in which M. Vigneault responded to questions posed by students and staff at Oakwood Collegiate Institute, Toronto. The information provided in this way authenticated the information selected from secondary sources and gave further insights into topics not fully documented. This information was incorporated into the Teacher's Guide. The recording itself was of poor quality, as the project's microphone was not permitted to be positioned properly, and the recorded interview could not be included in the module.

Devant le Micro is composed of recorded interviews with young French Canadians. For financial reasons, the taping was done in the Modern Language Centre studio. Two groups of Franco-Ontarian and Québécois adolescents between the ages of 15 and 20 were the interview subjects.

Before each of the two taping sessions, the interviewer was given some basic information about the individual interviewees (name, age, home town, etc.), along with a list of possible questions and topics of conversation, including family life, school studies, and career goals. The interviewer was encouraged to depart from this list at her own discretion. On the basis of clarity, liveliness of conversation, and variety of personal backgrounds and views, three students were selected for the first listening comprehension module, Devant le Micro. These included conversations with a 17-year-old girl from Trois-Pistoles, an 18-year-old boy from Sherbrooke, and a 20-year-old girl from Sherbrooke.

For René Lévesque et le séparatisme, we were able to make use of an interview with Levesque recorded for the OISE series Canadian Public Figures on Tape. In this tape, Rene Levesque talks candidly about his boyhood, his career, and his political philosophy. He recalls several major national events and offers his view of contemporary Canadian history. This tape has provided important insights into the development of the political philosophy of separatism and national independence for Quebec. It has also given fresh insights into Lévesque's oratory and impact. Sections of this tape are used in a tape/filmstrip presentation on Levesque included in the module.

Summary of the use of recorded interviews:

The interview provides a way of obtaining up-to-date information and information which is not always available from books. It sometimes

provides a way of checking the authenticity of information reported in secondary sources. It conveys an idea of the personality of the speaker, which does not come across in print. As interviews are at times difficult and costly to arrange, we have used existing interviews (René Lévesque), or capitalized on arrangements already made (e.g., Vigneault's coming to Oakwood Collegiate, the Bonhomme's trip to Toronto, Quebec students working in the Toronto area for a summer).

The recorded interview is used as part of the documentation on the topic chosen for a module. It may be included in the module as a tape or transcript. If a tape is included, the technical quality of the interview is important and suitable arrangements must be made for the taping under best possible conditions.

● Use of other primary sources

Other primary sources besides the interview were used to document the topic of a module. By other primary sources we mean here the books written by Vigneault and Lévesque that were consulted as sources on those two modules.

Vigneault's published works of poetry and prose were examined and many poems analysed before the final choice of three poems for inclusion in Gilles Vigneault - l'homme et l'oeuvre. This analysis was undertaken to establish major themes running through Vigneault's work. A report on his themes appears in the Teacher's Guide.

The book Option Québec (Editions de l'Homme, 1968), written by Lévesque, provided an example of this author's journalistic style. Excerpts of his text were selected for use in a section of the student handbook in René Lévesque et le séparatisme entitled 'Contemporary Attitudes to Confederation.' These were analysed with the help of questions suggested in the module. A more recent article by Lévesque,

written in 1975 for the Weekend Magazine of The Globe and Mail, was also consulted.

Summary of the use of other primary sources:

Where available, primary sources were the most reliable source of information. To understand a controversial figure such as René Lévesque, for example, we felt that we must be familiar with what Lévesque himself had written and said, and not rely exclusively on possibly biased secondary sources.

- Direct communication with persons and organizations in a position to supply information about the topic

The following is a sample of sources contacted by letter or telephone whose services were helpful in verifying or providing information for the content of modules.

De Chez Nous

Service du Tourisme et des Congrès de la Communauté Urbaine de Québec, 60 rue d'Auteuil, Québec 4, P. Q. (for information on aspects of Quebec City)

Canadian Guild of Crafts, 29 Prince Arthur Avenue, Toronto, Ontario (for information on and photographs of the ceinture fléchée, a woven belt traditional in Quebec)

Canadian Press, Photo Library, 36 King Street East, Toronto, Ontario; and Public Archives of Canada, 395 Wellington Street, Ottawa, Ontario (for visual documentation)

Gilles Vigneault - l'homme et l'oeuvre

Nouvelles Editions de l'Arc, 663 avenue Wiseman, Montréal, Québec (publisher and agent of Gilles Vigneault)

Devant le Micro

Chasse-Galerie, 204 St. George Street, Toronto, Ontario; and L'Emploi Cordial, 127 Imperial Street, Toronto, Ontario (for contacts with Franco-Ontarian and Quebec teenagers)

René Lévesque et le séparatisme

The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario (for an interview with Lévesque, recorded for the Canadian Public Figures on Tape Series)

Parti Québécois, 8785 avenue du Parc, Montréal, Québec (for brochures and audio material)

Canadian Press, Photo Library, 36 King Street West, Toronto, Ontario; Quebec Government Office, Commerce Court West, P. O. Box 391, Toronto, Ontario; and Public Archives of Canada, 395 Wellington Street, Ottawa, Ontario, K1A 0N3 (for illustrations)

● Use of secondary sources

The content of the modules was based mainly on the following secondary sources.

De Chez Nous

Barbeau, C. M. J'ai vu Québec. Quebec City: Garneau, 1957, unpagéd. (I Have Seen Quebec. Toronto: Macmillan, 1957, unpagéd.)

Brown, C. Québec, croissance d'une ville. Quebec City: Les Presses de l'Université Laval, 1952.

Fronval, George. Contes et récits du Canada français. Paris: Fernand Nathan, 1968. (Collection des contes et légendes de tous les pays.)

Harvey, Jean Charles; Cognac, Marcel (photog.); Cook, A. L. The Many Faces of Quebec. Toronto: Macmillan, 1966. (Visages du Québec. Montréal: Le Cercle du livre de France, 1964.)

Hébert, Jean-Claude. Le Siège de Québec en 1759. Quebec: Ministère des Affaires culturelles du Québec, 1972. (Série Place Royale.)

Leduc, Maurice. "Flèches de toutes laines." Le Magazine Maclean, vol. 13, no. 12 (December 1973), pp. 31-32, 40.

Gilles Vigneault - l'homme et l'oeuvre

Damant, John. 'Phenomenon in Quebec.' Canadian Composer, 1 (May 1965), 4, 43. 'Phenomenon in Quebec, No. 2.' Canadian Composer, 2 (August 1965), 6, 38. 'Phenomenon in Quebec, No. 3.' Canadian Composer, 3 (October 1965), 10.

Fowke, Edith Fulton, and Johnston, Richard (eds.). Folk Songs of Canada Choral Edition. Waterloo: Waterloo Music Company, 1954.

Gagné, M. 'Essai sur la thématique de Gilles Vigneault.' Culture, 31 (March 1970), 3-23.

Kallmann, H. A History of Music in Canada 1534-1914. Toronto: University of Toronto Press, 1960.

Kandalaft, Cécile. 'Deux ou trois choses qu'il sait de lui-même: Cécile Kandalaft rencontre Gilles Vigneault.' Châtelaine, 14, 9 (September 1973), 36-37, 60-62.

Rioux, Lucien. Gilles Vigneault: Chansons d'aujourd'hui. Paris: Seghers, 1969.

Robitaille, Aline. Gilles Vigneault. Ottawa: Editions de l'Hexagone, 1968.

Royer, Jean. 'Vigneault-le-Grand, poète de mon pays.' L'Action (November 3, 1966).

Séguin, Fernand. Fernand Séguin rencontre Gilles Vigneault: Le Sel de la Semaine. Montreal: Editions de l'Homme, 1969.

Vanasse, Jean-Paul. 'Tout cela est bien plus que chansons.' Liberté, 10 (January-February 1968), 6-15.

The tape included in the module incorporated selections from some of Vigneault's records.

COLUMBIA FS710, Musicorama, Gilles Vigneault

LE NORDET GUN-1002, Pays au fond de moi

COLUMBIA KHF 90082, Jack Monoloy

The following film was also consulted:

Why I Sing: The Words and Music of Gilles Vigneault. National Film Board Production from the CBC series, 'Adieu Alouette.'

Devant le Micro

Chomsky, Noam, and Halle, Morris. The Sound Pattern of English. New York: Harper and Row, 1968.

Fromkin, Victoria, and Rodman, Robert. An Introduction to Language. New York: Holt, Rinehart and Winston, 1974.

Paneth, E., and Kismarjay, E. 'Editing Speech Samples for German Comprehension Exercise,' in Rutherford, R. W. (ed.), Child Language Survey, BAAL Seminar Papers 1970: Problems in the Preparation of Foreign Language Teaching Materials.

Quirk, R., et al. A Grammar of Contemporary English. London: Longman, 1972.

Sprankling, I. 'The Process Involved in Writing Readers Based on Transcripts of Recorded Interviews' in Rutherford, R. (ed.), Child Language Survey, BAAL Seminar Papers 1970: Problems in the Preparation of Foreign Language Teaching Materials.

René Lévesque et le séparatisme

A considerable number of sources were consulted from which background information on the issue of Quebec separation was obtained. The biographical information on René Lévesque was based on the following sources.

Aubin, François. René Lévesque tel quel. Montreal: Les Editions du Boréal Express, 1973.

Provencher, Jean. René Lévesque; Portrait d'un québécois. Montreal: La Presse, 1973.

Summary of the use of secondary sources:

A large number of secondary sources needed to be consulted in order to obtain a total representative picture of different viewpoints. Documentation, in a summarized version, was included in the module either as a background information section in the Teacher's Guide or as a separate handbook for teachers and students (e.g., the 'Facts and Figures' booklet on Quebec City in De Chez Nous). In addition the most useful references were given in a selected bibliography in the Teacher's Guide of each module.

● Use of experts

In certain cases persons with special expertise were needed to help with the documentation of topics.

In securing information on the ceinture fléchée, a traditional woven belt, for the module De Chez Nous, we obtained the collaboration of a craftsperson engaged in the revival of this Quebec craft.

During the preparation of Gilles Vigneault - l'homme et l'oeuvre, a native French speaker who is a specialist in French and French Canadian literature undertook an analysis of Vigneault's poetry. She assisted in composing a report on the major themes running through Vigneault's poetry, prepared an analyse de texte of the three poems which the module presents, and acted as a resource person for all literary questions in the module.

In order to present an informal atmosphere for taping teenagers for Devant le Micro, we engaged a professional interviewer skilled in handling spontaneous interviews, with whom the interviewees would feel comfortable.

In the case of René Lévesque et le séparatisme, a historian and teacher of history advised us on current developments in history programs, particularly those used in Grades 11 through 13 - the history of current Canadian political philosophies, particularly separatism and federalism; and current trends in Canadian political philosophies. The historian also referred us to many valuable secondary sources.

Summary of the use of experts:

The Modules Project placed great emphasis on documentation of the topic selected for module treatment in order that the modules might convey authentic information. The collaboration of persons with special expertise in the areas being documented helped to ensure the authenticity of the information conveyed. At times the special expertise consisted of a skill (e.g., an interviewer, a weaver), which added an unusual dimension to the content of the module.

General Review on Content Documentation and Research

Content documentation and research was a vital part of module development. Five ways of documenting a topic were used: interviews, primary sources, contact with persons and organizations in a position to supply information, secondary sources (books, articles, films, etc. on the topic), and the collaboration of persons with special expertise. Depending on the module topic, one or another of these techniques proved most useful. Devant le Micro was based on interviews with French-speaking teenagers; this module made little use of other sources. René Lévesque et le séparatisme, on the other hand, required a great deal of historical documentation which could be obtained only from secondary sources.

The major problem encountered when preparing teaching materials for secondary school students in a regular French program was how to marry students' developing skills in the second language with their more sophisticated interests and points of view. In preparing each of the modules we found that this general problem manifested itself in different ways. The solutions attempted varied with the module.

The aim of De Chez Nous was to provide students with an opportunity to read about Quebec City in French. The problem was how to convey information that would interest adolescents without discouraging them with too many unfamiliar words and language that was too complex.

Two types of reading selections were included in the module. Firstly, there were the transcribed interviews. In these the vocabulary and structures were uncontrolled. Secondly, there were selections drafted by project staff. These reflected the style of the sources upon which they were based. A measure was needed by which to assess the structural difficulty of the proposed selections. The potential introduction of large numbers of unfamiliar words also had to be dealt with.

To establish a measure of structural difficulty, two frequently used programs in Ontario, Ici On Parle Français and Le Français International, were examined and a list of structures common to both programs was drawn up. Only the lessons normally covered by the end of Grade 9 were examined in this way. The structures in the draft reading selections were compared to those found on the list. Where meaning and style could be preserved, structures used on the list were substituted for structures not on the list. Fewer substitutions were made in the case of the transcribed interviews than in the selections drafted by

project staff so as not to tamper unduly with the flavour of the original interviews.

A far greater problem was posed by the vocabulary. More vocabulary than had been covered by Grade 10 in these two programs was necessary either to convey the meaning of the reading selections or to help preserve the style of the primary or secondary source. It was necessary to limit the number of new vocabulary items introduced, while at the same time writing on complex topics in a mature fashion. Especially in the interviews the lexical features of the original had to be preserved where they contributed to the style of the individual.

An attempt was made to limit the new vocabulary items introduced in each reading selection to 15. Most of these were topical words, that is, words essential to any discussion of the topic of the reading selection (e.g., carnaval, defile de nuit, ceinture fléchée). Of the non-topical vocabulary items introduced, the selections were so written that almost all of these were found in Le Français Fondamental; this list was taken as a measure of potential usefulness of vocabulary items. We realized that the burden of learning new vocabulary would be heavy for the students and sought ways to facilitate the students' task. (See the section describing module design.)

During the test-teaching stage the test-teachers were asked to note items of difficulty both in structures and in vocabulary. This was a check on the lists established by the project.

The edited versions of the two interviews were recorded at a speed slightly slower than normal to facilitate student comprehension.

Gilles Vigneault - l'homme et l'oeuvre was being prepared for students in Grades 12 and 13. Thus a larger vocabulary and knowledge of structure was presumed than in the case of De Chez Nous. Only topical

vocabulary was considered as presenting comprehension difficulties. A point of Vigneault's style is his use of many different varieties of French: regionalisms, archaic words, and the jargon of fishermen, sailors, and others. These unfamiliar words were compiled into lexicons with English equivalents. In addition to the vocabulary of the poems, we felt that students and teachers needed to be provided with a list of useful words and phrases for discussing poetry. English-French equivalents were given along with a definition of each term.

Devant le Micro presents natural, spontaneous speech and we encountered the problem of how to minimize the natural nervousness of the students when interviewed in a recording studio in front of a microphone. In an attempt to make them feel at ease, they were asked to come in groups, and a small, informal party was held for each group in a lounge close to the recording studio before the interviews.

The project staff felt that the interviews could present comprehension problems because of their speed, length, and syntactic complexity. English-speaking students might also be unfamiliar with certain words and expressions, as well as with the Canadian French accent.

In spite of these anticipated comprehension difficulties, we chose to maintain our aim of presenting natural, spontaneous speech and not to begin by editing out features common in oral speech, e.g., false starts, speech mannerisms, slips of the tongue and hesitations. Some 'cosmetic' editing was required to maintain a flow of speech; e.g., the prolonged repetition of euu was eliminated.

In recognition of the fact that English-speaking students might still experience certain difficulties when listening to the interviews, we added two comprehension aids:

a) transcripts of the tape, including marginal notes in English of words

and expressions which might pose particular problems. Because these were transcripts of spontaneous speech, intended for use solely with the tapes, the punctuation was designed to reflect the free flow of conversation. Conventional (not phonetic) spelling was used, and in order to avoid confusion variations in pronunciation were not noted.

b) student booklets, containing a short synopsis of each portion of the tape, photographs of the interviewees taken at the time of the taping, and a map of Quebec showing the location of the places mentioned in the interviews. The flavour of the interviewee's speech was retained in each synopsis, but since these booklets, unlike the transcripts, were designed to be used independently of the tapes, any deviations from the grammar taught in the classroom were eliminated.

Since René Lévesque et le séparatisme was being prepared for Grades 12 and 13, only certain socio-political terms were considered to present comprehension difficulties. These were listed in a lexicon in the Teacher's Guide.

General Review on Linguistic Research

In preparing modules consideration was given to their potential difficulties. In some modules, e.g., De Chez Nous, vocabulary and structures were more tightly controlled. In others, designed for more senior grades, e.g., Devant le Micro, René Lévesque, and Gilles Vigneault, little attempt was made to control vocabulary and structure. In all cases, however, vocabulary essential to an authentic presentation and discussion of the topic was used. Lexicons, glosses, and visuals were used to aid students' comprehension.

We have questioned the advisability of tying a module linguistically to a particular program or programs in use. The advantage of this procedure is that for students following the programs the module

will present only limited comprehension problems. The drawback is that the module is then tied in to some extent to certain French programs: if those are replaced, the linguistic content of the module may need to be re-examined.

Since the modules were non-sequential, the project staff had to expect a great range in students' ability to understand the material, depending on their level of French. In all of the modules we sought a middle course between very tightly controlled and totally uncontrolled use of structure and vocabulary.

On the whole, the project has attempted to counteract the excessive caution of some conscientious French teachers who are over-concerned with careful gradation and sequencing and who do not expose students soon and often enough to relatively unedited natural texts.

MODULE DESIGN (STAGE 3)

In all four modules, the design followed from a consideration of the objectives, the information to be conveyed, the linguistic problems that arose, and the age of the students and their level of French. Thus the modules varied in design. Two different approaches to largely print materials will be discussed below.

In designing De Chez Nous we considered the following questions: how to present reading material in an interesting format, how to overcome the problem of a heavy vocabulary load, how best to convey information of a contemporary nature to offset a common impression that Quebec City is important only historically.

A newsmagazine format was chosen for the reading selections. This format would allow the texts to be kept fairly short and to be well-illustrated with drawings and photos. The appearance would be appealing. The short texts and abundance of illustrations would make the

students' task easier. The newsmagazine could include glosses and a lexicon as aids to comprehension. This format allowed great scope in presentation of information. Cartoons, historical prints with commentary, playlet, map, and interviews all were used.

We thought that a visually attractive newsmagazine would interest students. However, in order to ensure that students read the articles, follow-up activities were designed based on the information in the newsmagazine. These activities could be undertaken only after students had read the articles. They included project cards, some language games, a listening tape, and some craft instructions.

Before a final decision was taken on the newsmagazine format, we made sure that there was no other newsmagazine with Canadian content published for students of French in Grades 9-11.

In the case of Gilles Vigneault -l'homme et l'oeuvre, the project staff worked on the assumption that students at the secondary level would have difficulty undertaking a serious analysis of poetry in their second language. It was decided that as much help as possible should be provided to students and teachers in the form of background information on Gilles Vigneault, the general themes running through his poetry, and guidance in a textual analysis of some of Vigneault's writings. In addition it was necessary to convey some of Vigneault's appeal as a charsonnier performing in front of an audience.

Although film would perhaps have been the best medium to acquaint students with Vigneault as a performer, its cost was prohibitive. In addition a very good film of Vigneault is available from the National Film Board¹ and the Teacher's Guide of this module urges teachers and students to avail themselves of this resource.

¹Why I Sing. National Film Board Production. Also available in French: Je chante pour.

Vigneault's background, the sources of his inspiration, and something of his performing style are conveyed by means of a listening tape - composed of both narration and Vigneault's chansons. A script of the tape is included in the Teacher's Guide.

The module presents three poems for detailed study. The texts of the poems are found in a student booklet. The teacher is provided with masters of questions on the poems that can be duplicated and distributed to the students to guide them in an analyse de texte. Suggested answers are given in teacher's handbooks.

We were concerned that the design of the module should permit a variety of ways for teachers to use the materials. All of the material pertaining to the textual analysis of the three poems is found in three folders, one for each poem. Thus, teachers who decide to pursue the study of only one of the poems with their class need concern themselves with only one folder of material in addition to the introductory tape.

General Summary on the Choice of a Module Design

Module format was influenced by the following factors:

1. optimal presentation: how the topic could best be conveyed. Certain topics lend themselves to certain media. For example, the uniqueness of Vigneault's presentation could be conveyed only through hearing him; thus a tape recording was essential.
2. pedagogical convenience: how potential language difficulties could best be overcome. If glosses and lexicons were deemed necessary for students to cope with a large number of unfamiliar words, then a print medium was chosen. A tape presentation of the same information would rely on other aids, e.g., pre-teaching of unfamiliar vocabulary.
3. avoidance of duplication. We sought to avoid duplication of other

resources. The newsmagazine of De Chez Nous, for example, was attempted only after it had been established that no comparable material existed.

4. cost factors. Some media, e.g., films, are costly to produce; others, e.g., a magazine with coloured photos and illustrations, are costly to publish and consequently expensive to buy. Both types of costs were investigated before a design was chosen.

TEST-TEACHING, EVALUATION, AND REVISION OF DRAFT MODULES (STAGE 4)

As part of its development, each module goes through two stages of test-teaching, formative evaluation, and revision. Of the four modules discussed, De Chez Nous and Gilles Vigneault - l'homme et l'oeuvre had completed this process in 1976, Devant le Micro had completed the first stage and was now in the second, and René Lévesque et le séparatisme had not yet been test-taught. The following description of test-teaching, evaluation, and revision procedures applies only to De Chez Nous and Gilles Vigneault - l'homme et l'oeuvre. For a detailed report on Devant le Micro, please refer to the next chapter.

The Procedure Used for Test-Teaching Draft Modules

A preliminary testing of each module took place in several classes of a Toronto-area school. Its purpose was to establish the level for which the module had been designed and to alert project staff to the strengths and weaknesses of the material. This initial test-teaching took place early enough in the development of the modules that thorough revisions could take place, if necessary, without undoing large amounts of work on module development and design.

A project staff member did the test-teaching herself while other staff members and the regular classroom teacher observed. Discussions took place later on the effectiveness of the material and its suitability.

lity for the level at which it was tried. Revisions were carried out based on these observations and discussions.

In a second stage of test-teaching, evaluation, and revision, number of classroom teachers in different parts of Ontario were contacted and asked to try out the module with their classes. Six schools were selected in this way, involving more than that number of French classes. The draft module was sent to the co-operating teachers, who were asked to complete and return an 'evaluation checklist' form. Following this second stage of test-teaching and evaluation, draft modules were again revised.

Preliminary testing of De Chez Nous took place in May, 1974. The module was taught by a project staff member to four Grade 8 classes. Xeroxed copies of the reading selections were distributed to each pupil and the pupils were instructed to read silently. After they had finished reading, comprehension questions were passed out for the students to answer in written form. In one class, the questions were asked orally. All the reading selections were tried out in this manner, with each class being given one or two selections to read, depending upon the length of the text.

An examination of the written comprehension questions showed that most students had not understood the texts well enough to answer the questions. The one class that had answered the questions orally was also having difficulty. The large numbers of words unfamiliar to the pupils was a major problem, even though a lexicon was attached to each article. Another comprehension difficulty was posed by the French imperfect tense; numerous examples of it occurred in the texts and it had not been taught at the Grade 8 level.

On the basis of the test-teaching, the articles were simplified so

that they introduced fewer lexical items. The use of the French imperfect tense remained: this could not be removed without drastically altering the meaning of the text. It was decided that the module should be tried out at the Grade 9 level.

In the second stage of test-teaching, evaluation, and revision, the module was taught in six schools during October and November, 1974. All the test-teachers were sent an 'evaluation checklist.' The information sought was the following: which articles had been read by the students; which had led to further discussion or further work; the test-teacher's assessment of students' interest in the reading selections; their assessment of students' comprehension, based on comprehension questions included in the kit; which ancillary activities were used; teachers' suggestions for modifying the module.

Of prime importance for further revisions were the questions on student interest and student comprehension, as well as the suggestions teachers made for revising the module.

The module was test-taught in Grades 9, 10, and 11. On a question asking teachers to rate student interest in the articles, most classes found the articles interesting. Thus their content was not changed.

In every case, students' comprehension of the articles was rated as 'satisfactory' or 'high.'

The six teachers who test-taught the module made a variety of valuable suggestions for revising the module, such as better phrasing of certain of the comprehension questions and adding a second crossword puzzle to the one already included. These suggestions were acted upon. The teachers also strongly recommended that more photographs and illustrations be used and these were eventually secured and included in the published version. Comments on the individual articles were con-

tradictory: both strongly negative and strongly positive comments were received on the content of four of the six articles. As this seemed a matter of individual preference, the content of the articles was not changed.

All of the teachers commented that their students had trouble with large numbers of unfamiliar words. Using the procedure outlined in the section describing linguistic aspects of module development (above), we simplified the material structurally and lexically. Following the suggestions of one teacher, we raised the recommended level to the end of Grade 9.

A final draft of De Chez Nous was thus prepared which incorporated the above suggestions.

Preliminary testing of Gilles Vigneault - l'homme et l'oeuvre took place in April, 1974. During the two-day testing period the module was taught to students in Grade 13. The first day was spent introducing and establishing the historical and cultural antecedents to Vigneault's work and acquainting the class with Vigneault as a chansonnier through a tape presentation. The second day was devoted to a detailed analyse de texte of one of Vigneault's poems, 'Mon Pays.' Students responded orally to questions posed by the test-teacher, a project staff member. Observation checklists, devised by the project staff, were used to assess students' interest, comprehension, and participation, as well as the appropriateness of the poetry selection for this level. These areas were found to be satisfactory. The appropriateness of the class presentation was also observed and analysed. Upon completion of the classes, students also contributed their own evaluations and comments. An examination of their responses showed that while a great deal of the poem was understood, students did not appreciate the question format

that was used. They expressed a wish for a different presentation of the poetry, using a more general and varied approach and dwelling less on detail. Some also found the questions difficult. Students on the whole appreciated the introductory tape and the discussion of it and were generally pleased to participate in oral discussion concerning the issues which arose during both class presentations. At a later date a second poem, 'Les gens de mon pays,' was taught to this class by the class teacher. Again, several of the questions were found to be too difficult.

Further testing was needed as a result of the reactions during the first testing. In May, 1974, the module was sent to six schools. Teachers were requested to teach the module in Grades 12 and 13, and to use two poems as well as the introductory tape. Teachers' evaluations indicated great interest. However, their main concern was the analyse de texte, which was considered too difficult, not well worded, and not appropriate, particularly for Grade 12.

In a great many cases the time remaining in the teaching year had not been adequate to deal sufficiently with all the material. Five of six teachers asked that the module be returned to them in September for further in-depth use and evaluation. During the summer revisions were made of the questions used for the analyse de texte of all three poems. Separate questions were prepared for Grade 12 and Grade 13. Suggested responses to each question were included in the accompanying teacher's handbooks. In the second stage of test-teaching a revised module was sent to six schools.

All teachers were sent an observation checklist and the module received a thorough evaluation in eight classes. Five teachers returned evaluations and contents. Of particular importance were the very posi-

tive comments concerning the presentation of the poetry selections. A set of revised questions included in the second draft of the module was considered satisfactory for the various levels of French proficiency found in the classroom. They stimulated discussion in French and adequately aided the comprehension of the poetry selections under study. Teachers also found the accompanying schematic diagrams and lexicons useful aids in teaching the poetry.

Several suggestions made by the evaluators were incorporated into the final draft of the module. These included preparing all material dealing with Vigneault's biography, style, and works in both French and English, as well as adding some visuals of Vigneault's birthplace, Natashquan. Several follow-up activities were modified on the basis of suggestions made. The recommended target audience level remained Grades 12 and 13.

Comments on the Evaluation Procedure Used with 'De Chez Nous' and 'Gilles Vigneault - l'homme et l'oeuvre'

The procedure used with the above modules comprised two stages of test-teaching, formative evaluation and revisions. The separation into at least two stages was felt to be valuable. Preliminary test-teaching conducted with a few classes in the Toronto area by project staff and occurring at an early stage in module development pointed to the appropriateness or inappropriateness of the material, both in terms of student comprehension and student interest. The preliminary testing of De Chez Nous very quickly established the inappropriateness of the reading selections for Grade 8, and the material was revised to suit a Grade 9/10 level. Preliminary testing of Gilles Vigneault - l'homme et l'oeuvre, on the other hand, established, first, that Grade 13 students could handle the material and, second, that the questions guiding stu-

dents in an analyse de texte were perhaps not suitable. Thus, with both modules an area of difficulty was discovered - deciding the best grade or level for De Chez Nous and the format of the analyse de texte in Gilles Vigneault - l'homme et l'oeuvre - to which project staff were alerted and on which substantial revisions were carried out.

The second stage of testing, which involved test-teachers who were not members of the project, was based on the following consideration: language teaching materials are generally derived from the teaching experience and theories of the author or authors and can therefore be too closely tied to their own personality and teaching style. Materials based on such individual experience are not always successful in the hands of teachers in different circumstances or with quite different approaches to presenting the subject matter. New materials often receive their most careful evaluative scrutiny only after teachers have purchased and used them in the classroom; if they are found to be inappropriate, it is only after they have become widely used. The Modules Project tried to avoid this weakness not only by involving a team to develop the materials and basing its theories on those substantiated by research, but also by involving a number of teachers and classes in different areas of Ontario in an evaluation of modules.

Because of the importance this project assigned to evaluation by teachers from different areas of the province, the evaluation procedure came under scrutiny. Experimentation began in August, 1975, which enlarged the scope of the evaluation with a view to making it ultimately more effective. This experimentation is reported in the following chapter.

4 A Study in the Systematic Evaluation of Modules

This chapter will discuss a scheme for systematic evaluation of modules and will present the results of two studies in which this scheme was applied: an experiment in the formative evaluation of Devant le Micro and an experiment in the summative evaluation of Bienvenue à Montreal.

The Modules Project has from its inception been based on the principle that materials development requires two types of evaluation. During the preparatory stages a set of materials must undergo a 'formative' evaluation; after it has been in use for some time, its effectiveness should ideally be tested by a 'summative' evaluation. In the earlier years of the Modules Project both evaluations were carried out by the development team. However, in order to expand and formalize evaluation procedures, the research proposal for 1974-75 included provisions for a stricter separation of functions. Both the formative and summative evaluations of each module were to be carried out by someone not otherwise involved in its production. This procedure would also ensure the detachment necessary for effective evaluation.

The particular evaluation design and materials described in this chapter are not necessarily the only ones which will be used in the future work of the Modules Project, nor must every module be evaluated in the same detail. To find out which evaluation techniques are most productive, a variety of approaches and techniques have been tried.

A SCHEME FOR FORMATIVE EVALUATION OF A MODULE

Formative evaluation of modules is necessary to ensure their quality and effectiveness; for this reason the pre-publication testing has been made progressively more rigorous.

For De Chez Nous and Gilles Vigneault - l'homme et l'oeuvre, formative evaluation was done on the basis of test-teacher assessments. Although it yielded much valuable information, this method may have introduced teacher biases of unknown strength into the evaluation.

For Devant le Micro more systematic procedures were used, as well as more rigorous testing of the objectives. The test-teachers' evaluations were continued, but were complemented by both students' assessments of the module and objective measures of student achievement.

The guidelines described below must be considered as preliminary, since experimentation is ongoing. It is hoped that this procedure will eventually prove applicable to the preparation of other curriculum materials.

GUIDELINES FOR FORMATIVE EVALUATION

Stage 1

- 1.1 Obtain a clear statement of the aims of the module.
- 1.2 Develop a questionnaire for observers, teachers, and students, and diagnostic material for testing students. These instruments should be designed to show whether the module fulfills its stated aims.
- 1.3 Have a member of the Modules staff with extensive teaching experience do a pilot (first stage of test-teaching) of the module in a regular classroom. Other members of the Modules staff and the regular French teacher should act as observers. Have the test-teacher, the observers, and the regular French teacher fill out questionnaires and/or be tested on the material presented. Where feasible, pre-testing might be carried out; it is not really necessary at such a preliminary point in the evaluation, however, since the question is the practicality of the module's design.

- 1.4 Analyse the results of the pilot (1.3). Pay special attention to the insights of the regular French teacher into the behaviour and reaction of the class. Also note the performance of the class on the tests, and their questionnaire responses. Compare these to the results of the pre-test, if one was done. The assessments of the observers from the Modules staff will also help to determine whether the module shows signs of accomplishing the purpose for which it was intended.
- 1.5 Revise the module based on analysis of the pilot (1.4).
- 1.6 Revise evaluative materials based on both the analysis carried out in 1.4 and the revisions of the module in 1.5.¹

Stage 2

Repeat Stage 1 until the material is judged ready to proceed to Stage 3. Based on the outcome of Stage 1, a revision of the objectives of the modules may be undertaken by the Modules staff at this point.

Stage 3

Send the revised draft of the module to selected test-teachers throughout the province for field trials. Include teacher and student questionnaires and tests. Provide additional safeguards by pre-testing, where feasible. The actual experimental design will be dictated by the testing instruments, which in turn will be based on the specific format and aims of each module. Analyse the results of the field trials and revise the module accordingly.

The selection of test-teachers from diverse areas of the province

¹ Stages 1 and 3 of the evaluation are not generally expected to be repeated, but in some cases successive pilots and field trials may be necessary. This is especially true of very innovative material.

is intended to assure the producers of the module that it is suitable for diverse teaching styles and student backgrounds.

Stage 4

Repeat Stage 3 with a different group of test-teachers until the module is considered effective. Minor editorial revisions do not require test-teaching. This stage is optional.

Stage 5

Publish the module.

The following is a schematic representation of the evaluation procedure described above:

Stage 1

- 1.1 Obtain a clear statement of aims.
- 1.2 Develop evaluative materials (appropriate tests and questionnaires).
- 1.3 Pilot (test-teach by Modules staff).
- 1.4 Analyse results of 1.3.
- 1.5 Revise module based on 1.4.
- 1.6 Revise evaluative materials based on 1.4 and 1.5.

Stage 2

Repeat Stage 1 until the material is ready for Stage 3.

Stage 3

- 3.1 Carry out province-wide field trials.
- 3.2 Analyse the resulting evaluative material.
- 3.3 Revise the module.

Stage 4

Carry out extended field trials (that is, repeat Stage 3 with different test-teachers until the module is effective).

Stage 5

Publish the module.

At present it is impossible to define an optimally cost-effective evaluation. Additional experience and analysis may make it possible to determine a point at which input (time and money expended) exceeds output (further evaluation data) to an unacceptable degree. For the time being it seems that reducing the extent of the evaluation also reduces the claims one can make for the efficacy of the materials.

THE FORMATIVE EVALUATION OF 'DEVANT LE MICRO'

A detailed discussion of the formative evaluation of the module Devant le Micro during both pilots and field trials is offered on the following pages. Pilots were undertaken to determine whether Grade 11 classes (the lowest level for which Devant le Micro is meant) could cope with the linguistic difficulties of the module, and whether the instruments designed for evaluating Devant le Micro (a Teacher's Evaluation Form and a Student Questionnaire) would properly test how well it achieves its three objectives. As set out in order of priority in the Teacher's Guide, the objectives of this module are:

1. To provide the students with the opportunity to increase their listening comprehension in a French Canadian context.
2. To give the students a broader understanding of the lifestyle of their French Canadian contemporaries.
3. To stimulate the students to participate in French language discussions and dialogues, following the presentation of the listening tape.

Teacher's Evaluation Form

This form was completed by those who observed the initial pilot, that is, members of the Modules staff and the regular French teacher.

Section 1: The regular French teacher was asked to provide information about the test class, so that any specific characteristics

of the class could be taken into consideration in assessing the results of the pilot study.

Section 2: Here the observers were asked to assess the reaction of the class to the teaching methods used by the test-teacher.

The regular classroom teacher was also asked to provide information on any follow-up activities which took place after the pilot.

Section 3: In this section the test-teacher was asked to assess the appropriateness of the subject matter and format of the module in relation to the level of maturity and interests of the students to whom it was taught.

Section 4: This section focused on the teacher's appraisal of the module with regard to the aims of his or her French programs.

Section 5: This section requested information on the experience and language background of the teacher.

Section 6: Here the teacher and observers were given the opportunity to add pertinent information not solicited elsewhere.

Student Questionnaire

This questionnaire was designed to collect data on student comprehension and interest, as well as on the degree of student identification with the three interviewees.

Questions 1 through 8 and 20: In these questions the student was asked to judge his or her own comprehension of the module.

Questions 9 through 15: The aim of these questions was to learn which of the three interviewees and which of the topics the student found most or least interesting.

Questions 16 through 18: How closely the student identified with each of the three interviewees was examined in these questions.

Question 19: This question measured how well the module encouraged participation in class discussion.

Question 21: A profile of class attitudes on issues raised by the module was to be obtained from the responses to this question.

Question 22: The responses to this open-ended question would show how well students understood the point of the module.

The Pilot of 'Devant le Micro'

Arrangements were made for a four-person test-teaching team from the project to go into one Grade 12 and two Grade 11 classes at an Ontario high school. One 70-minute period was devoted to the test-teaching and evaluation of Devant le Micro in each class. As anticipated, there was not enough time to present the complete module, but the periods did allow for an informal assessment by the project staff, who relied on both personal observation and an evaluation by the regular classroom teacher. A question-by-question analysis of responses to the Student Questionnaire was not helpful in revising the module, but it did indicate that the questionnaire itself needed reformulation. This preliminary test-teaching of Devant le Micro indicated that the module would be suitable for Grade 12 classes, and that some students at this level would be able to understand the taped interviews even without transcripts. It showed also that the module would probably be suitable for Grade 11, if the students were given enough help with its linguistic difficulties.

The following revisions of Devant le Micro were made on the basis of the pilot.

1. In the 'Suggestions for Use' portion of the Teacher's Guide it was recommended that the teacher add a short introductory discussion of some of the linguistic difficulties. Thus it would be made clear to the students that they were not expected to understand every

word of the tapes, but that they should approach the tapes with a sense of being challenged to understand the gist of the conversations. A section on linguistic content was added to the Teacher's Guide to assist the teacher in this discussion.

2. An optional method of presentation was added to the 'Suggestions for Use' portion of the Teacher's Guide to allow for individual and group work in classes where interests, abilities, and backgrounds span a wide range. The glosses in the student and transcript booklets were expanded to include additional words and expressions which the Grade 11 students did not seem to understand.
3. The Fill-in-the-Blanks sheet was completely revised to make it a more accurate and workable test of comprehension for all levels.

Evaluative Materials for the Field Trials

The evaluative materials for the field trials were revised versions of those used for the pilot. The Teacher's Evaluation Form was found to be quite adequate, and only a few minor revisions were made. The Student Questionnaire was extensively revised, and a Listening Comprehension Test was added.

The student questionnaire was extensively revised since the students seemed to be put off by it as originally worded. In response to questions 9 through 15 of the pilot version of the questionnaire, the students claimed little interest in the topics and interviewees, but the reasons they gave for their responses showed that they had managed to retain a great amount of detail from the interviews and had also given a lot of thought to the interviewees and the topics. In the light of this contradiction, a revision was undertaken.

In the field-trial version of the questionnaire, the student was asked to answer detailed questions about each of the interviews. How

much the student remembered was considered to be an indication of both his interest and his comprehension. The student was also asked to give his opinion of the interviewees and to state whether he felt a sense of identification with any of them.

Field Trials of 'Devant le Micro'

Since the initial pilot of Devant le Micro was a far greater success than anticipated, the pilot stage was not repeated. Field trials (Stage 3) began as soon as a revised draft version of the module was prepared.

Participants in the Field Trials of 'Devant le Micro'

Field trials of Devant le Micro were conducted in nine Ontario schools in Grades 11, 12, and 13, with volunteer test-teachers from diverse areas of the province. All of the schools used the French programs most widely used in the province (Ici On Parle Français, Passeport Français, Le Français International, and Panorama Canada).

Both students and teachers had varied backgrounds and experience. The students came from various ethnic groups, and ranged from upper middle class to working class.

Performance of the Module with Respect to Grade Levels

Devant le Micro was tested in Grades 11 through 13, with differing results for each grade. In the light of the responses to the student and teacher questionnaires, and in particular to those items designed to test student comprehension, Devant le Micro would appear to have been a complete success in Grades 12 and 13.

Students and teachers in Grade 11, however, found the module to be a little too advanced both in linguistic content and subject matter. The Grade 11 students had consistently lower scores on the comprehension self-assessment items. They also complained about rapidity of

speech, which did not seem to pose as great a problem for the Grade 12's or 13's. The Grade 11 answers to the comprehension questions were also less detailed than those of the Grade 12's and 13's. The difference in quality of response between the Grade 12's and 13's was not as great as that between the Grade 11's and 12's.

All the Grade 11 teachers thought that the module could be used in that grade, but that it would require more work and preparation time than in the higher grades. They also found that Grade 11 students, unlike those in Grades 12 and 13, are not willing or able to discuss such topics as marital aspirations in class. The Grade 11 students, however, did quite well on the comprehension questions and clearly got a great deal out of the module.

The teachers judged the technical quality of Devant le Micro to be excellent. The only problem was the seemingly unsolvable one of visibly marking off the interviews on a reel-to-reel tape. The field tests indicated that Ontario teachers of varying experience with students from diverse backgrounds could successfully use the module in conjunction with various French programs.

REVISIONS OF 'DEVANT LE MICRO' RESULTING FROM FIELD TRIALS

After the province-wide test-teaching the following final revisions of Devant le Micro were made:

Listening and Activity Tapes. No revisions were necessary. To facilitate handling of the tapes a note was added to the Teacher's Guide advising teachers to jot down, before classroom presentation, the numbers on their tape recorders which correspond to the beginning and end of each interview.

Transcript Booklets. The only revision was the addition of marginal

notations for one vocabulary item, which seemed to have caused difficulties with the Fill-in-the-Blanks form.

Student Booklets. The only revision was to number the pages.

Teacher's Guide. Two minor revisions were made to include useful ideas suggested by the test-teachers regarding the follow-up activities and the presentation of the core components. The major revisions of Devant le Micro involved a simple but significant change of target audience. The evaluation results indicated that Devant le Micro was ideally suited for Grades 12 and 13, but difficult for Grade 11. The 'Target Audience' section of the Teacher's Guide was therefore rewritten to read as follows:

Devant le Micro is recommended for classes at an advanced level of French as a second language (Ontario, Grades 12 and 13). Classes at the intermediate level (Ontario, Grade 11), which have previously been exposed to a variety of listening experiences, and which would be interested in the backgrounds and views of 17- and 20-year-old French Canadian students, may also benefit from this module.

To assist further those teachers who wish to use Devant le Micro in their Grade 11 classes, two points were added to the 'Suggestions for Use' section of the Teacher's Guide: (1) that classes at the intermediate level will probably need to follow the transcripts closely while listening to all portions of the tape, and (2) that teachers of classes at the intermediate level may wish to omit the last combined interview, in which the interviewees discuss their views on marriage.

THE EFFECTIVENESS OF THE EVALUATION MATERIALS

● The Student Questionnaire

The first nine questions were useful in determining student self-assessment and permitted an objective comparison of the reactions and comprehension patterns of the grade levels.

The open-ended comprehension/interest questions (10 through 15)

allowed a great deal of scope in the amount of detail required for a satisfactory answer. It was thus possible to compare the responses to the various classes and grades in terms of the degree of detail and comprehension shown. These responses also painted a good picture of those points stressed by a teacher and of the biases, if any, held by a particular teacher or class.

Question 16, ('What do you think can be gained from listening to Devant le Micro?'), produced some very insightful comments. A few of these appear in Appendix A.

● The Teacher's Evaluation Form.

The Teacher's Evaluation Form is satisfactory in both format and level of detail. The open-ended format makes the questionnaire easy to adapt for use with other modules. It also allows the teacher to volunteer ideas which might not be elicited by a more closed questionnaire. Some representative teacher comments are found in Appendix A.

REMARKS ON THE FORMATIVE EVALUATION OF 'DEVANT LE MICRO'

The formative evaluation of Devant le Micro has been successful from two points of view: (1) it has permitted an accurate assessment of the efficacy of the module and its components, and (2) it has provided an opportunity to put into practice the scheme for the formative evaluation of modules outlined above. In addition the instruments devised for the formative evaluation of Devant le Micro will serve as models for future such evaluations, and the information gained through this evaluation has proved to be of great value in the preparation of the module Devant le Micro II. It is therefore justified to claim that the formative evaluation of Devant le Micro was a worthwhile undertaking.

THE SUMMATIVE EVALUATION OF BIENVENUE À MONTREAL

In August 1975, when a summative evaluation was undertaken for the first time, Bienvenue à Montréal was the most recently published module. Because it incorporated the accumulated experience gained through the production of previous modules and was expected, through its failings and successes, to influence future ones, it was chosen as the first module to be evaluated summatively.

The Design of the Evaluation

The evaluation of Bienvenue à Montréal was intended to determine whether (1) the module fulfilled its stated objectives and (2) it could be used in conjunction with any program by any teacher anywhere in Ontario. The instruments and the target population were chosen with these ends in mind.

The Instruments

The instruments consisted of a battery of tests for the students as well as a teacher's questionnaire. Both were designed to determine whether the module fulfilled its objectives as stated on page 1 of the Teacher's Guide:

1. To introduce students to pertinent aspects of Montreal - the second largest French-speaking city in the world;
2. To increase the students' French listening comprehension;
3. To develop language awareness through the presentation and discussion of certain basic language concepts as well as points of comparison and contrast between languages.¹

Pre-Test and Post-Test Design

The student tests were administered to groups of students before (pre-

¹The third objective of the module refers to a section in the module on dialect, cognates, and false cognates.

test) and after (post-test) each group had been taught the module. In a limited number of cases control groups were used to measure the effects of retesting. Pre-testing and post-testing of the experimental group was not affected by the presence of these control groups.

The Student Tests

Your Impressions and Opinions was a set of semantic differential scales rating the concept 'Montreal.' The ratings assigned to 'Montreal' by the experimental groups before and after exposure to the module were then compared to assess any affective or attitudinal effects of the module.

A True-False Test consisted of a number of statements about the city of Montreal, some true and others false. Sixteen of the statements in this test were drawn from the tape/filmstrip presentation of the module, while the remaining eight were based on information about Montreal not provided in the module. The experimental classes were expected to perform significantly better on the post-test than on the pre-test in the sixteen statements drawn from the module, but not for the eight unrelated statements. It was predicted that the control groups would perform equally well on the two statement sets in both pre-testing and post-testing.

A Listening Comprehension Test was designed to monitor the second stated objective: the improvement in listening comprehension from exposure to the module. This test consisted of ten French sentences recorded on tape and thirty pictures in a booklet. Each recorded sentence corresponded to one of three pictures on a page. Each page contained two distractors chosen to suggest false cognates and words phonologically similar to those in the recorded sentences. Again, since the module was intended to provide training in listening for cog-

nates, and presented vocabulary and structures used in the test, the experimental groups were expected to perform better on the post-test than on the pre-test, and better than the control groups that had no such training.

A Vocabulary Test was drawn from the tape/filmstrip presentation of the module. The students were required to identify in a word list the English translations of certain French words in a French paragraph. There were a number of distractors in the English word list (false cognates). The students were expected to have been more aware of these pitfalls after they had been exposed to the module, and to have learned some of the vocabulary items as well. They were thus expected to achieve higher scores on the post-test than on the pre-test.

The Teacher's Evaluation Form

The Teacher's Evaluation Form was divided into several sections:

Section 1: The information on the school obtained in Section 1 was necessary to identify pertinent factors such as the program in use, the practice of semestering and the length of the class period.

Section 2: Section 2 focused on how the module was taught, as well as on an overall assessment. It was intended to provide information on ways of presenting the module as well as on the adaptability of the module to different teaching methods.

Section 3: The teacher's assessment of the content and format of the module were elicited in this section.

Section 4: Section 4 focused on the teacher's opinion of the value of the module for his own French program, and the degree to which the module could be integrated into that program.

Section 5: The teacher was invited to comment freely on the module to discuss any matter of importance overlooked by the questionnaire.

Testing Procedure

The class teacher was asked to administer the four initial tests described above to the experimental class and to begin teaching the module some time after this initial testing - the longer the time-lapse the better. The teachers were given no specific instructions on how to teach the module, what to emphasize, or how much class time to devote to it. All were asked to teach as though they had voluntarily chosen the module as supplementary material. The tests were to be administered as soon as possible after the teaching of the module had been completed.

Where a control class was used, the teacher was asked to administer the tests to both the experimental and control classes within as short a time as possible to avoid biasing the results owing to communication about the tests between the two classes. The teacher was also asked to return the teacher's questionnaire as soon as possible.

The Subjects

Eleven schools, chosen to represent the nine Regional Offices in Ontario, took part in the evaluation. Three of the eleven schools had both a control and an experimental class. In each of these schools both classes were taught French by the same teacher to control the teacher-related dimensions, such as teacher personality.

No attempt was made to equalize the students' pre-experimental French achievement levels, or to measure the pre-experimental levels of such factors as I.Q., prior knowledge of vocabulary, learning skills, and attitudes towards French.

With eleven schools participating it was possible to provide an experimental and a control group. The experimental group comprised 281 pupils divided among eleven Grade 9 classes, while the control group comprised 57 pupils divided among three Grade 9 classes.

The five to six experimental periods consisted of one class period of pre-test administration, three or four class periods of instruction and one class period of post-test administration.

The Unit of Analysis

Since the module was evaluated in the classroom, where the students could be influenced in many ways by factors not related to it (e.g., teacher competence), the smallest independent unit was taken to be the class, not the student. The unit of data for the analysis was the mean of the class taken over all eligible students in the class. To be eligible for the analysis, a student must have had scores on both the pre-test and the post-test. Class means were calculated for each class; the number of eligible students in a class ranged from thirteen to thirty-four.

Treatment of Data

Three tests of significance were performed on the data:

1. The individual gains from pre-test to post-test were examined to determine whether the mean gain in each class was significantly greater than zero by means of a one-tailed correlated t-test analysis, which yielded one t-value for each class in each of the tests.
2. The class mean gains from pre-test to post-test were examined to determine whether the mean gain in each group, the control and the experimental, was significantly greater than zero, by means of a one-tailed correlated t-test analysis, which yielded one t-value for each group in each of the tests.
3. The class mean gains of each of the three control classes and the class mean gains of each of the three experimental classes were also used to test whether the mean gain of the experimental group was significantly higher than that of the control group. The one-tailed corre-

lated t-test analysis yielded one t-value for each test.

Cautionary Comments

Before the results are discussed, two cautionary remarks should be made. First, this evaluation is not a rigorous experiment. The sample size, already minimal due to budget restrictions, was further reduced because two schools returned their results too late for analysis. Nor did the schools constitute a random sample, since they were selected by the boards on the basis of the teacher's willingness to teach the module and take part in the evaluation. Furthermore, it was up to the teachers to determine which class would be experimental and which would be control. An attempt was made to offset the initial differences between the classes - as displayed in the pre-tests - by applying certain statistical techniques, but these cannot replace randomization and adequate sample size. Thus these shortcomings of the design may have had some influence on the results.

Second, the main goal of this study was to evaluate the module in terms of student performance, i.e., to determine whether the module met its stated objectives. To this end tests were designed to measure achievement on what were judged to be the relevant aspects of the module; the results of the study thus apply to those aspects alone. The reader will want to interpret the results in the light of the relative importance to him of those several aspects.

It should be added parenthetically that this evaluation, quite apart from its major goal, will have a role in the ongoing improvement of the French modules as well as in the design of future evaluation instruments.

Results and Discussion

All the tables cited in this section are grouped at the end of this chapter.

● Test I: Your Impressions and Opinions (Semantic Differential)

The students were asked to rate the concept 'Montreal' on nineteen scales anchored on the left and right by bipolar adjectives. The nineteen scales were selected after the results of a pilot study, based on fifty-one responses from three schools, showed that the scales properly represented three factors: evaluation (good-bad), potency (large-small), and activity (fast-slow). A factor analysis performed on both the pre-test and the post-test, based on 338 responses from eleven schools, revealed that there was one dominant factor, the evaluative one. (The pattern of factor loadings from an analysis calling for two and three factors was not amenable to psychological interpretation.) Five of the nineteen scales with negligible loadings on the evaluative factor were discarded. The remaining fourteen scales served as a measure of the students' attitudes towards Montreal.

In this test six of the eleven experimental classes displayed strong evidence of a more positive attitude towards Montreal in the post-test, with a t-value significant at the 0.05 level. (It should be noted that in this test a gain in positive attitude is indicated by a negative difference score d.) Two experimental schools had a t-value significant at the 0.10 level, while the remaining schools displayed a negligible change, one of them in the undesired direction (Table 1.1).

The t-test analysis for the experimental group (the eleven classes taken as one group) also shows a significant t-value, thus supporting the hypothesis that a change of attitude in the desired direction has occurred (Table 5.1, Test I).

The sample displayed great variability in gain scores; the mean

gains range from a low of +0.52 to a high of -8.00. This variability was interpreted as an indication that additional factors, such as teacher influence and readiness or resistance to attitudinal change, may have influenced the results. It would certainly be interesting to examine the classroom approaches of those teachers whose classes showed the best gains with a view to identifying techniques which could be recommended to other teachers.

The control group as a whole made no significant gain at the 0.05 level (Table 5.2, Test I), but, as shown in Table 1.2, one of the classes in the control group displayed a gain significant at the 0.10 level (school F). This single class had a significant influence on the result of the t-test analysis carried out to compare the mean gain of the three experimental classes with the mean gain of the corresponding three control classes: the t-value for this comparison is non-significant (Table 5.3, Test I).

This result should not be interpreted, however, to mean that the good performance of the experimental classes was because of pre-test exposure and not instruction. The conclusion to be drawn is rather that the size of the control group is indeed inadequate for comparison between control and experimental performance. The need for a more adequate control group is pointed out also by the large discrepancy in gain scores within the control group (3.85). This discrepancy arises, of course, from the results of a single control class, which constituted one third of this small control group.

In the light of the t-test results for each class in the experimental group (eight of which were significant) and the t-test result for the experimental group as a whole (which yielded a significant t-value), and on the assumption that retesting alone is not likely to

bring about a significant change in attitudes, it was concluded that the module is indeed effective in improving student attitudes towards Montreal. This conclusion is supported also by the consistent shift to the left on each scale of the test, as shown in Figure 3. The profile pattern for the control group shows no such consistent change, as shown in Figure 4.

● Test II: True-False: Facts about Montreal

The results of this test support the hypothesis that pupils will do better on the post-test. All the experimental classes displayed a gain in scores significant at the 0.05 level, as shown in Table 2.1.

The control group results showed no gain in mean scores; in fact they showed a slight and non-significant loss (Table 2.2). As well, the comparison of the mean gain scores of the experimental and control groups in schools D, E and F indicates that the experimental group did significantly better (Table 5.3, Test II). These results lend support to the hypothesis that the good performance of the experimental groups on the post-tests arose from instruction rather than to exposure to the pre-test. This conclusion is strengthened by the teachers' judgement that the topic of the module provoked a great deal of interest (Appendix B).

Since this test comprised twenty-four items, eight of which were control items unrelated to the module content, an analysis of the control and experimental item results taken separately was also carried out. This analysis (Table 2.3) shows that the experimental group performed better on both the sixteen experimental and the eight control items, while the control group performed equally poorly on all items. This result is best explained by the assumption that (a) the content of the eight control items, although not part of the module, was intro-

MONTREAL

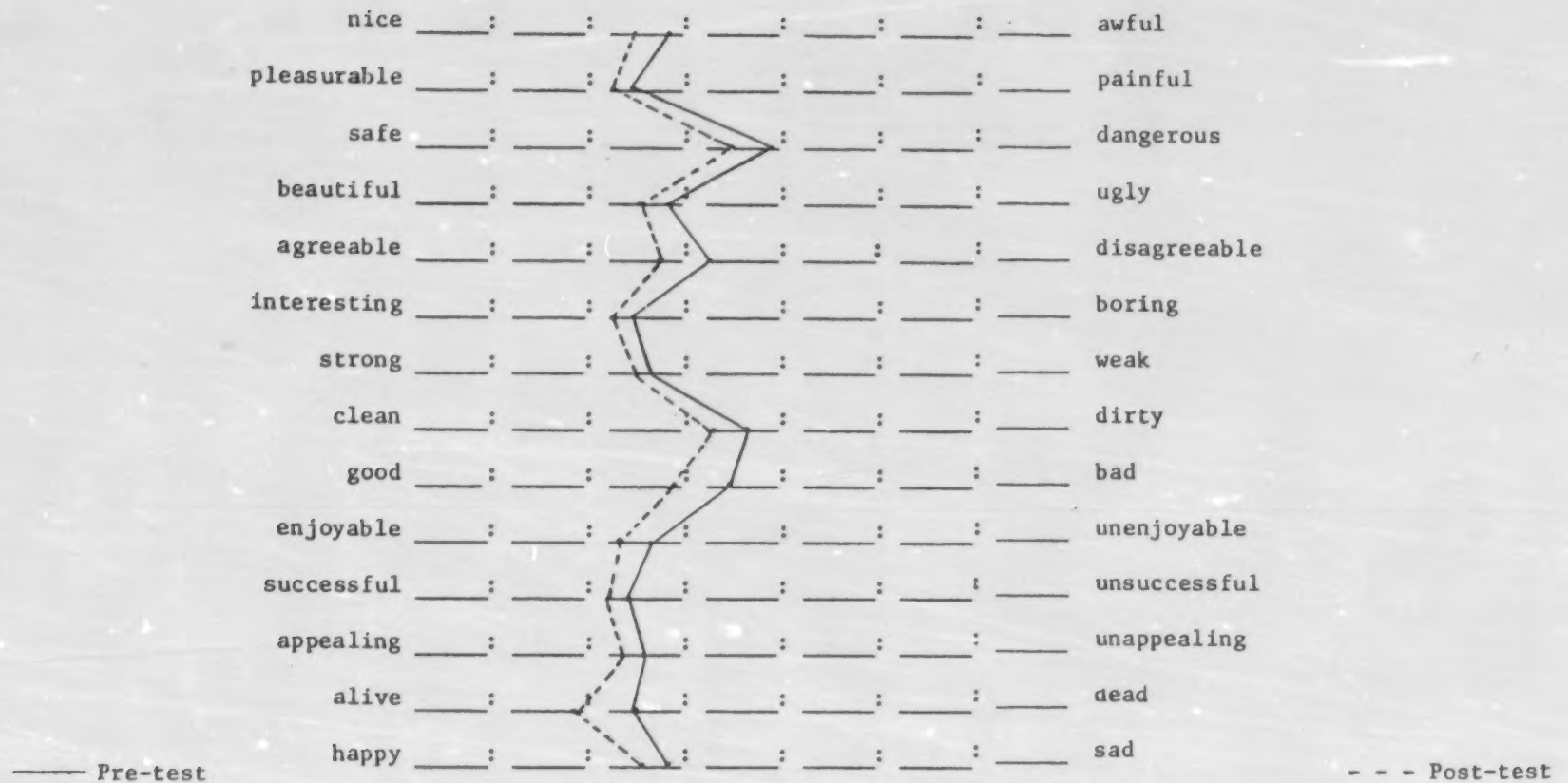


FIGURE 3: Profile comparison of mean scores of pre-test and post-test; Experimental Group.

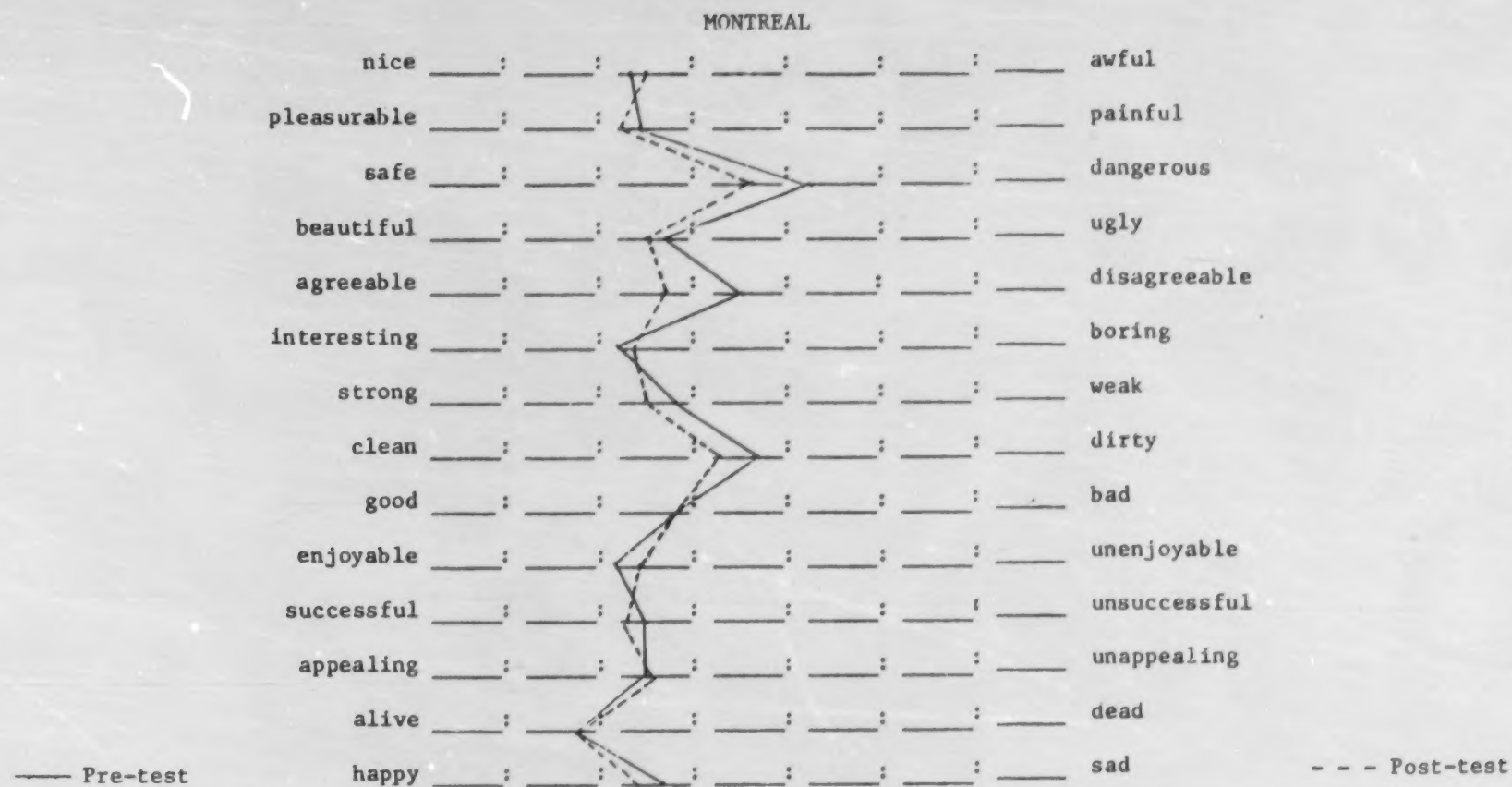


Figure 2: Profile comparison of mean scores of pre-test and post-test; Control Group.

duced to the class by the teachers during the discussion following the showing of the filmstrip, and by some pupils who had visited Montreal and shared their experiences with the rest of the class; and that (b) the interest aroused in Montreal prompted pupils to find out more about the city.

However the additional information was acquired, this result can be only encouraging; it reinforces the belief that a program which appeals to students is likely to yield unanticipated desirable outcomes. These results provide further evidence that the pupils learned quite a bit from this module.

● Test III: Listening Comprehension

The t-tests indicate that ten of the eleven experimental classes improved significantly on the post-test (Table 3.1). The results of school K are not significant, due possibly to a ceiling effect, since the mean score on the pre-test was very high (7.09 out of a maximum of 10).

The t-tests on control classes also show a significant gain for the three schools (Table 3.2).

The t-tests comparing the mean gain scores between the experimental and control groups within schools D, E and F show no significant difference in gain scores between experimental and control schools (Table 5.3, Test III).

The results thus cannot be taken to support the claim that the listening comprehension ability of the experimental groups had improved because of instruction. Rather they indicate that the gain in mean scores arose mainly from the effect of retesting: the responses on the second administration of the test were influenced by what was learned in the first administration. This interpretation of the results is plausible if one considers that the test was relatively short (ten

items), and that only two weeks separated the two administrations.

The pupils had been asked to indicate if they had guessed the answer by circling 'yes' or 'no' after answering each question. It was predicted that the frequency of guessing in the post-tests would be lower for the experimental group than for the control group, but the difference between the two groups proved to be non-significant.

That the improvement in listening comprehension cannot be attributed to the module is certainly disappointing in the light of the stated objective of the module. The first interpretation of the results was that the measurement instrument was not capable of discriminating sufficiently between the experimental group and the control group. Upon reflection, however, it was concluded that it had been unrealistic to expect a substantial improvement in listening comprehension after exposure to only three or four class periods of instruction.

● Test IV: Vocabulary Test

Inspection of the mean pre-test to post-test gain score for each class reveals changes in the predicted direction. All the t-tests for the classes which had received instruction are significant (Table 4.1), but so are the t-tests for the control classes (Table 4.2). Comparison of the mean gain scores of the experimental and control groups in schools D, E and F, however, reveals that the experimental group did significantly better (Table 5.3, Test IV).

These results are interpreted as evidence that the gain in scores was not solely the effect of the pre-test, but could legitimately be attributed to instruction. These results are thus very encouraging, especially since the teaching of vocabulary had not been a stated objective of the module. They lend some support to the hypothesis that pupils taught to be aware of 'cognates' and 'false cognates' show

greater ability to understand a French text and do better in discovering the correct translation of French words.

Summary of Teacher Responses

The teacher responses indicate that the introductory activities provoked a good deal of interest. This interest, however, was not maintained during the presentation of the core component (a filmstrip with commentaries), probably because the vocabulary and structures proved to be somewhat above the Grade 9 level. Even though the language level was inappropriate, most teachers found that the presentation of the different aspects of Montreal was well-suited to the age level of the pupils.

All the teachers found that the module contributed to the language teaching aims of their respective programs. Most believed it to be essential to the French curriculum, while some thought it useful only for enrichment or as support material for the textbook.

The respondent teachers were divided in their assessment of whether the module provided the students with an added incentive to use their French. While half of the teachers were positive, the others either could not assess, did not respond, or answered in the negative.

All the teachers believed that their classes would benefit from similar modules and said that they would like to see more modules in the same format. (See also Appendix B.)

SUMMARY OF FINDINGS

The aim of this experimental study was to evaluate the module Bienvenue à Montréal in terms of student achievement and teacher reaction. The main findings were these:

1. After studying the module the students had a more positive attitude towards Montreal.
2. The students learned many new facts about Montreal.

3. The students increased their ability to understand a French text.
4. There was no significant increase in listening comprehension.
5. The teachers made very favourable comments and indicated that they would welcome more modules in the same format.

Recommendations for Future Evaluations

The experience of this study indicates that studies of this kind should be conducted (1) with larger samples and with proper controls, (2) at other grade levels, to test the generalizability of the conclusions to different age groups and (3) with improved tools.

Recommendations for Future Modules

Because language proficiency at a given grade level varies widely from school to school and from class to class, modules should be developed with an explicit set of prerequisites in mind, rather than a grade level. These prerequisites should be stated clearly in the accompanying teacher's material, so that each teacher can determine whether the module is suitable for his or her class.

Since the formulation of evaluation procedures follows the statement of objectives, this statement should be clear and should describe the expected pupil behaviour. Also, in formulating the objectives, the module developers should be aware that certain pupil behaviours cannot be attained after exposure to only one week of instruction (e.g., an increase in listening comprehension). In addition to behavioural objectives, developers can and should consider the formulation of 'expressive objectives' (such as exposure to French Canadian culture) which describe an educational encounter without specifying what the outcome of that encounter is to be. The evaluator will then be left with the freedom to uncover what has been attained and reflect upon its significance.

To the extent that a positive attitude towards French Canada is a valued outcome of the French curriculum, modules emphasizing French Canadian culture should be an integral part of the French program.

To improve the effectiveness of the modules, periodic revision of the materials based on student performance and teacher appraisal is recommended.

TABLE 1.1
Correlated T-Tests on Experimental Classes
Test I: Semantic Differential

School	N	Pretest		Posttest		Mean Gain	
		$\bar{X}$	SD	$\bar{X}$	SD	d	t
A	29	36.24	10.01	33.55	11.92	-2.69	-1.27 †(*)
B	28	43.50	12.59	43.32	15.69	-0.18	-0.08
C	20	47.10	16.37	39.10	13.46	-8.00	-1.67*
D	13	36.69	12.83	31.23	10.67	-5.46	-1.76*
E	30	41.20	13.82	34.63	15.30	-6.57	-3.83*
F	20	40.85	11.01	40.15	13.07	-0.70	-0.28
G	29	35.65	9.22	33.41	9.44	-2.24	-1.56 †(*)
H	34	34.41	11.19	28.12	11.57	-6.29	-3.26*
I	25	40.16	11.62	36.04	9.81	-4.12	-2.29*
J	30	40.03	12.74	35.26	9.86	-4.77	-2.03*
K	23	36.82	10.21	37.34	15.07	0.52	0.21

* $p < 0.05$ † $p < 0.10$

Maximum possible score: 98

A lower score indicates a more "positive" attitude towards Montreal.
d is expected to be negative.

TABLE 1.2
Correlated T-Tests on Control Classes
Test 1: Semantic Differential

School	N	<u>Pretest</u>		<u>Posttest</u>		<u>Mean Gain</u>	
		$\bar{X}$	SD	$\bar{X}$	SD	d	t
D	17	37.58	9.42	38.58	8.15	1.00	0.80
E	22	38.09	12.53	38.40	13.38	0.30	0.23
F	18	41.11	14.37	38.28	12.66	-2.83	-1.30 †

† $p < 0.10$

TABLE 2.1
Correlated T-Tests on Experimental Classes
Test II: True-False

School	<u>Pretest</u>			<u>Posttest</u>		<u>Mean Gain</u>	
	N	$\bar{X}$	SD	$\bar{X}$	SD	d	t
A	29	28.96	5.22	36.93	4.47	7.97	6.90*
B	28	31.64	4.14	33.03	5.02	1.39	1.85*
C	20	27.00	3.62	31.30	4.18	4.30	4.11*
D	13	29.84	4.94	33.61	4.73	3.77	3.57*
E	30	29.43	5.36	36.93	4.55	7.50	8.45*
F	20	28.40	3.60	31.85	5.48	3.45	3.62*
G	29	32.00	4.22	38.10	3.71	6.10	10.61*
H	34	31.08	3.90	39.67	3.26	8.59	11.32*
I	25	30.16	3.98	32.36	4.82	2.20	2.43*
J	30	27.40	4.20	36.16	4.73	8.76	8.48*
K	23	31.17	5.64	33.60	5.00	2.43	2.20*

* $p < 0.05$

Maximum possible score: 48
Weighting: Correct : 2
Don't know: 1
Incorrect : 0

The weighting was adopted on the basis that a student who gives a "don't know" answer knows more on the subject than one who answers incorrectly.

TABLE 2.2
Correlated T-Tests on Control Classes
Test II: True-False

School	N	<u>Pretest</u>		<u>Posttest</u>		<u>Mean Gain</u>	
		$\bar{X}$	SD	$\bar{X}$	SD	d	t
D	17	28.82	3.84	27.70	3.72	-1.12	-1.50
E	22	30.77	4.86	30.00	4.95	-0.77	-1.35
F	18	31.55	5.19	30.83	6.67	-0.72	-0.86

All results non-significant.

TABLE 2.3
Correlated T-Tests on Experimental and Control Groups
Test II: True-False

	<u>Experimental Group</u>		<u>Control Group</u>	
	Mean Gain	t	Mean Gain	t
Control Items	0.60	1.89*	0.14	0.57
Experimental Items	4.73	6.46*	-1.00	-2.84

*P < 0.05

TABLE 3.1

Correlated T-Tests on Experimental Classes

Test III: Listening Comprehension

School	N	Pretest		Posttest		Mean Gain	
		$\bar{X}$	SD	$\bar{X}$	SD	d	t
A	29	5.75	1.90	7.65	1.87	1.90	5.94*
B	27	5.66	1.51	7.37	1.86	1.71	4.62*
C	15	5.86	1.55	7.33	1.23	1.47	3.52*
D	13	4.69	0.94	5.69	1.31	1.00	2.94*
E	25	5.68	1.74	6.92	1.49	1.24	3.78*
F	20	5.30	1.78	7.40	1.75	2.10	6.05*
G	29	5.34	1.67	6.17	1.87	0.83	1.88*
H	34	5.70	1.38	7.55	1.35	1.85	8.59*
I	25	5.68	1.81	6.40	1.35	0.72	2.57*
J	24	5.25	1.15	6.62	1.78	1.37	3.67*
K	22	7.09	1.01	7.68	1.70	0.59	1.55

* $p < 0.05$

Maximum possible score: 10

Weighting: Correct : 1

Incorrect: 0

No points taken off for guessing.

TABLE 3.2
Correlated T-Tests on Control Classes
Test III: Listening Comprehension

School	N	<u>Pretest</u>		<u>Posttest</u>		<u>Mean Gain</u>	
		$\bar{X}$	SD	$\bar{X}$	SD	d	t
D	17	5.47	2.18	6.05	2.04	0.58	1.66*
E	22	5.86	1.20	6.81	1.59	0.95	3.47*
F	18	7.11	1.60	7.72	1.48	0.61	1.88*

*p < 0.05

TABLE 4.1
Correlated T-Tests on Experimental Classes
Test IV: Vocabulary Test

School	N	<u>Pretest</u>		<u>Posttest</u>		<u>Mean Gain</u>	
		$\bar{X}$	SD	$\bar{X}$	SD	d	t
A	29	8.00	3.01	12.06	0.32	4.06	10.96*
B	27	9.37	1.92	10.25	2.06	0.88	2.11*
C	15	5.13	2.32	10.06	2.96	4.93	7.95*
D	13	6.77	3.19	10.00	2.76	3.23	5.11*
E	25	7.72	2.70	11.84	2.03	4.12	8.76*
F	20	6.45	3.37	10.10	2.95	3.65	6.09*
G	29	7.58	3.13	9.31	3.26	1.73	3.00*
H	34	7.59	2.76	10.38	2.74	2.79	7.50*
I	21	6.09	2.84	9.23	3.11	3.14	6.13*
J	21	7.09	3.33	11.14	2.35	4.05	5.34*
K	23	6.86	3.02	9.86	2.70	3.00	6.11*

* $p < 0.01$

Maximum possible score: 14

Weighting: Correct translation of French word: 1
Incorrect translation of French word: 0

TABLE 4.2
Correlated T-Tests on Control Classes
Test IV: Vocabulary Test

School	N	<u>Pretest</u>		<u>Posttest</u>		<u>Mean Gain</u>	
		$\bar{X}$	SD	$\bar{X}$	SD	d	t
D	17	5.82	2.24	7.70	1.86	1.88	5.05*
E	22	5.36	2.59	6.77	2.63	1.41	3.69*
F	18	6.50	3.24	7.61	3.61	1.11	3.08*

* $p < 0.05$

Table 5.1

Correlated T-Tests on Experimental Group

	N	<u>Pretest</u>		<u>Posttest</u>		<u>Mean Gain</u>	
		$\bar{X}$	SD	$\bar{X}$	SD	d	t
Test I	11	39.13	12.30	35.44	13.00	-3.69	-4.34*
Test II	11	29.73	4.70	34.86	5.20	5.13	6.25*
Test III	11	5.63	1.61	7.10	1.72	1.47	10.5*
Test IV	11	7.15	3.00	10.70	2.73	3.55	5.56*

* $p < 0.05$

Table 5.2

Correlated T-Tests on Control Group

	N	<u>Pretest</u>		<u>Posttest</u>		<u>Mean Gain</u>	
		$\bar{X}$	SD	$\bar{X}$	SD	d	t
Test I	3	38.89	12.22	38.42	11.61	-0.47	-0.49
Test II	3	30.38	4.74	29.51	5.32	-0.87	-7.72
Test III	3	6.14	1.77	6.85	1.80	0.71	6.08*
Test IV	3	5.86	2.71	7.31	2.78	1.45	6.95*

* $p < 0.05$

TABLE 5.3
Correlated T-Tests on Mean Gains
Experimental vs Control

	N	Experimental Group d_e	Control Group d_c	Difference d	t
Test I	3	-4.24	-0.47	-3.77	-1.23
Test II	3	4.90	-0.87	5.77	4.57*
Test III	3	1.44	0.71	.73	1.62
Test IV	3	3.66	1.45	2.21	5.02*

* $p < 0.05$

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APPENDIX A: DEVANT LE MICRO

TEACHER RESPONSES AND STUDENT RESPONSES

Grade 11

In response to 3.2 - were the students interested in the personalities and backgrounds of the three interviewees.

"...[My] students are interested in people and like to learn about the people whose language they are studying."

In response to 3.4 - assessment of the technical quality of the tapes.

"-technical quality was good - voices were clear."

In response to 4.1 - whether Devant le Micro is viewed as a regular part of the French curriculum.

"I think we should have more of this type of exercise to complement the present course ..."

In response to 4.3 - whether Devant le Micro provided students with incentive or motivation to use their French.

"The good students were motivated just by hearing others of their own age group speaking about things that teenagers talk about in general."

In response to 4.4 - about presenting examples of Canadian French in the classroom.

"I think it is an excellent idea. Most of us Anglophones who teach French have studied in France, or we have been exposed to French professors in university, and we are unable to imitate the Québécois accent. Whereas, most of the French speaking people the students come into contact with are French Canadian. That's a real problem."

In response to 4.5 - whether similar material has been put together by the teacher.

"I would really like to do another module on ... young people, but unfortunately that would mean a year's leave of absence in order to go to Quebec (or France) to do the research. Of course I can't afford it."

In response to 6.1 - additional comments or suggestions.

"The idea is a good one. This particular module would probably be appropriate in a Grade 12 class; the students would get more out of it ... but I think there should be a few more easier modules to lead up to this one."

Some students' responses to 16 - what could be gained from Devant le Micro.

"a better understanding of the French language, we learn to understand the different French accents and that teenagers all over Canada are more or less the same."

"I think that it gives students a better understanding of the French people speak in Quebec."

"I think that I have gained a bit of knowledge to the lifestyle of French students and to the 'problems' that they face when they enter the English language and I think I know how it might feel going into their language."

"You can hear the way people from Quebec actually speak with their own personal differences."

"You could learn how to speak French more fluently. You can hear how French is really spoken. I liked it, but I wish I could have understood it better."

Grade 11 / Class 2

In response to 2.1.2 - assessment of the reaction of the class to the introduction of the module.

"They seemed excited about doing the program."

In response to 2.4.3 - evaluation of the follow-up activities in terms of the reaction and performance of the class.

"... the class is generally more excited about oral work and seems to have a better attitude to all work (probably stemming from a desire to do better in the future in such programs)."

In response to 3.1 - appropriateness of the individual interviews to the level of maturity of the students.

"Yes, I think they related quite well to the ideas discussed."

In response to 3.4 - assessment of the technical quality of the tapes.

"good - the sound was clear and there was no interference."

In response to 4.1 - whether Devant le Micro is viewed as a regular part of the French curriculum.

"... when some grammar or vocabulary from the regular program is

used in Devant le Micro I think it works as consolidation of what is in the regular program."

In response to 4.3 - whether Devant le Micro provided students with incentive or motivation to use their French.

"Yes - they're very eager to have more oral work and their attitude to Quebec is much more open-minded and enthusiastic (which in turn affects their attitude to French)."

In response to 4.4 - about presenting examples of Canadian French in the classroom.

"I think it's essential!"

In response to 6.1 - additional comments or suggestions.

"I thoroughly enjoyed the program ... I think the program would be perfect for Grade 12 students."

Some student responses to 16 - what could be gained from Devant le Micro.

"It really helped me to understand more with their pictures on the side and stories about them."

"The people in other parts of Canada can learn how the French Canadians live and how they feel about the English Canadians."

"It shows you that French Canadians are normal people (that may sound funny, but people do get stereotyped visions of other cultures) that lead a variety of lives, as we do ... So for the French language, it only serves to show you some of the slang, the grammar mistakes, etc. that are used by the Québécois and perhaps make you realize how your own language must sound to them. It can't really show a French Canadian accent because all three spoke differently, i.e., there is not a definite accent, just as there is not a definite accent shared by all English-speaking people."

Grade 12 / Class 3

In response to 3.4 - assessment of the technical quality of the tapes.

"-good quality ..."

In response to 4.1 - whether Devant le Micro is viewed as a regular part of the French curriculum.

"This module could serve as an integral part of Comp. 27 in the Passeport Français program."

In response to 4.4 - about presenting examples of Canadian French in the classroom.

"Absolutely necessary ... The students WANT to be able to understand the French they hear in Quebec and I feel it is time we do some work in this regard. My training in this is most limited. Materials are almost non-existent. Your module, à mon avis, is a first step in the right direction."

In response to 4.5 - whether similar material has been put together by the teacher.

"... My first impression of this module (after perusing and studying my instructions and the material) were, "just what I was looking for"."

Some student responses to 16 - what could be gained from Devant le

Micro.

"I think that listening to this tape can help to get a French student used to listening to the way in which a Francophone person would speak."

"It is a way to develop an ear for the French Canadian way of speaking."

"You gain a lot of comprehension from listening."

"You can learn the views of French Canadians our age and their ways of life. It also helps to speed up your understanding of the language."

"I guess we could find out how young people of other cultures and areas live and how they think. Also I learned that after 6 years of French, I still don't understand French being spoken."

Grade 12 / Class 4

In response to 3.1 - whether the subject matter of the individual interviews was appropriate.

"Yes - most of them have summer jobs, most of them have travelled, they seemed either to share the same ideas about family relations and school or to accept what Jacques, Silvana and Judith said as reasonable."

In response to 3.2 - whether the students were interested in the personalities of the three interviewees.

"Yes - they asked many questions in French and English about them - they would have preferred more biographical information."

In response to 3.4 - assessment of the quality of the tapes.

"-the quality of the tape was good."

In response to 4.1 - whether Devant le Micro is viewed as a regular part of the French curriculum.

"It could be a regular part of the curriculum. I could use tapes like these every 2 weeks for aural comprehension and discussion in French - in order to do this, there should be more (3-6) individual interviews and 3 more combined interviews."

In response to 4.2 - whether Devant le Micro contributed to the aims of the French program.

"Yes - the students were given an opportunity to listen to the Quebec accent and speech."

In response to 4.3.1 - degree of student participation in class discussion of Devant le Micro.

"-in general - they participated more than usual ... "

In response to 4.5 - whether teacher has put together similar materials.

"Lack of time and money make it impossible."

In response to 6.1 - additional comments or suggestions.

"The students enjoyed the time spent on Devant le Micro."

Some student responses to 16 - what could be gained from Devant le Micro.

"An insight into what French people think of Toronto and the English. To see if our lives differ from those of people in Quebec. To gain a better understanding of French."

"After listening to this type of approach in French it enables you to become more able to pick out words with which you're familiar and understand the thought that the speaker is trying to put across. It is also an interesting form of learning. You find out how the average French student lives and what their cities are like at the same time that you are learning."

"... it is more exciting than and just as beneficial as alternate methods of learning vocabulary and dialect."

"Listening to Devant le Micro we can learn to understand spoken French better because we can hear different voices speaking French differently."

"Moreover, you can learn what French-Canadians think of Ontario when they visit here."

"It helps in oral composition and reading, as well as expressing ideas in writing, concerning something which was totally heard in French. It is also interesting to hear about the opinions of French-Canadians concerning people and hearing about their life-styles, attitudes and beliefs - it broadens awareness."

Grade 13 / Class 5

In response to 3.4 - assessment of the technical quality of the tapes.

"Excellent ... "

In response to 4.1 - whether Devant le Micro is viewed as a regular part of the curriculum.

"I see this as an opportunity to listen to French which is not literary."

In response to 4.2 - whether Devant le Micro contributed to the teaching aims of the French program.

"Yes, most textbooks do not allow for class discussions whereas this module fulfills this need."

In response to 4.3 - whether Devant le Micro provided students with added incentive or motivation to use their French.

"Yes, they see that French is a reality rather than something unique to their studies."

In response to 4.3.1 - whether students participated more than usual in class discussions of Devant le Micro.

"More than usual. They enjoy speaking of themselves in comparison with others."

Student responses to 16 - what could be gained from Devant le Micro.

"Une entrevue comme celle que nous avons entendue ce matin ajoute une variété à nos études, et nous donne l'opportunité de faire une connaissance spirituelle avec des jeunes gens des autres côtés du Canada."

"I found this tape helpful as well as enjoyable."

"I strongly suggest that this kind of work should be done more often in class, not only because one sits and hears what the interview has to say, but also it gives the students the opportunity to speak in French and to express their own views."

"One learns about the young people in French Canada, about their ideas towards certain subjects like marriage and school."

"I think that one will learn to understand the French which is spoken in Quebec."

"We were able to see how much we could understand when listening to people speaking French as their own language."

"Improvements in the ability to follow and comprehend a French conversation. Increase in knowledge of vocabulary."

Grade 13 / Class 6

In response to 2.4 - account of follow-up activities.

"My entire course may be considered, to a certain extent, a follow-up, since it deals with French in Canada, particularly Quebec."

In response to 3.1 - appropriateness of individual interviews to the level of maturity of the students.

"Yes - well suited and provoked good discussion."

In response to 3.1.2 - appropriateness of combined interviews to the level of maturity of the students.

"Yes - well suited
- provoked good discussion."

In response to 3.4 - assessment of the technical quality of the tapes.

"-technically fine ... "

In response to 4.1 - whether Devant le Micro is viewed as a regular part of the French curriculum.

"Regular part of this course on French in Canada.
- We need more, much more, of this."

In response to 4.2 - whether Devant le Micro contributed to the aims of the French program.

"Yes, very much so. It was a fine introduction to my course which is on French in Canada."

In response to 4.3 - whether Devant le Micro provided the students with motivation or incentive to use their French.

"Yes, led to good discussion. Showed them that Quebec teenagers

are just like them. Gave them a little more confidence in understanding Quebec French."

In response to 6.1 - additional comments and suggestions.

"It is great. Perfect for my course. Please do more of this!"

Some student responses to 16 - what could be gained from Devant le

Micro.

"I think that by listening to the tapes I can learn to comprehend the French language orally and verbally ... I can improve my accent by imitating the speakers. It is also a bit more alive than listening to a tape rather than reading from a book."

"It helped me to understand the French Canadian accent a little and to learn several words which are unique to French Canada. I learned what French Canadian teenagers would like to do. Since their views differed so much, I learned that French Canadian teenagers are just as us."

"There is a class discussion more when we use Devant le Micro ... I have fun discussing my opinions during class at the time."

"I think this helps improve your comprehension of French. I also think the more we hear Quebec French being spoken, we will understand it more. Since we live in Canada we should be listening to Quebec French more than Parisian French because it is more likely we will be going to Quebec than to France. These tapes also helped us to understand the way of life in Quebec."

"-you can learn their pronunciation
-learn a bit about Quebec
-different ways of life, schools and thinking of people our own age
-learn how they speak, what vocabulary they use
-learn the "Québécois French"
-you get a chance to see other students' views on relative subjects"

Grade 11 / Class 7

In response to 3.1 - whether the subject matter of the individual interviews was appropriate to the level of maturity of the students.

"The group was younger than the 3 Québécois but generally they were able to relate to them."

In response to 4.1 - whether Devant le Micro is viewed as a regular part of the French curriculum.

"I would incorporate it into the program as an integral part of the audiolingual part of the course."

In response to 4.2 - whether Devant le Micro contributed to the language teaching aims of the French program.

"Yes, because aural training in natural spoken French is one of our 'raisons d'être'."

In response to 4.4 - about presenting examples of Canadian French in the classroom.

"I feel strongly that this should be done more."

In response to 6.1 - additional comments or suggestions.

"I would be very interested in using the module once it is marketed. Feedback from the students shows a general positive attitude toward it and I think they would welcome it."

Some student responses to 16 - what could be gained from Devant le Micro.

"You can improve your French accent and prepare yourself for talking to French people for real instead of in the class. It is a good learning experience. More vocabulary you hear people actually speak should be learned in the classroom."

"-learn to listen to and understand everyday French
-gather some insight into what French people are like
-learn a little about Quebec and the way people live down there."

"We can understand how real French people speak and learn new vocabulary. The teenagers use the same kinds of words as we do."

"Being able to understand normal spoken French a little easier."

"... These are people and they are more interesting so you pay more attention ... I liked it."

"This helps us to know how the French really speak. That their diction and grammar are not perfect as we are made to feel in our French class. That these people are the same as we are."

Grade 11 / Class 8

In response to 3.2 - whether students were interested in the personalities and backgrounds of the three interviewees.

"XI's ... beginning to - a learning more than a shared experience."

In response to 4.1 - whether Devant le Micro is viewed as a regular part of the French curriculum.

"Regular part of the curriculum, and more of the same... The Grade 11's were growing towards involvement and learning. This is the first really good listening we have had, real and basic. Both video and films can be too difficult or too artificial, too out of reach. This they were able to reach and grasp."

In response to 4.2 - whether Devant le Micro contributed to the teaching aims of the French program.

"They heard in concentrated form the French of Canada which is in fact the second language they need to learn. One of the failures of the traditional program was the inability to be able to understand the native speaker, and especially the native speaker from here in Canada ... And with that the traditional needs are covered - tenses and verbs and vocabulary and opportunities for learning through self-expression."

In response to 6.1 - additional comments or suggestions regarding Devant le Micro.

"The 11's found it more difficult than the 13's and one would take longer and space out each listening experience, - but they would grow in listening. It helped to know just how much they were able to 'pick up' and even pick up 'on the fly'."

Grade 13 / Class 9

In response to 3.2 - whether students were interested in the personalities and backgrounds of the three interviewees.

"XIII's yes - definitely."

In response to 3.3.1 - whether any other topics would have been of interest to the students.

"These were all good topics."

In response to 3.4 - assessment of the technical quality of the tapes.

"-good sound reproduction, good interviewing, relaxed style."

In response to 4.1 - whether Devant le Micro is viewed as a regular part of the French curriculum.

"This is a much needed exercise in listening and understanding on topics that are near to the students' own experience, in a form that is informal and yet challenging. The Grade 13 students particularly found themselves stimulated by this experience into spontaneous comment ... "

In response to 4.3 - whether students participated more or less than usual in discussions of Devant le Micro.

"The topics and situations got them spontaneously involved. The pen-portraits and photographs helped too. The level of language and interest was right. We need now series 2, and 3 and so on..."

In response to 4.4 - about presenting examples of Canadian French in the classroom.

"Excited and delighted."

In response to 4.5 - whether Devant le Micro had led the teacher to consider putting together similar materials.

"Yes, I have often thought of recording native speakers, but never got down to the nitty-gritty of the techniques needed. Besides, OISE does it so well ... "

In response to 6.1 - additional comments and suggestions.

"I find this material just great, and would ask for more, much more ... The students certainly appreciated the transcripts, but I think if we had the kit as a permanency we would arrive at a moment of listening especially on a re-entry basis, when they would listen without consulting the transcripts as some of the 13's were starting to do."

APPENDIX B: BIENVENUE À MONTREAL

TEACHER RESPONSES

The teacher responses to questionnaire items on characteristics of the school program and the students are summarized in the table at the end of this Appendix. One school in the study did not complete the teacher's questionnaire.

The teacher responses to each questionnaire item in sections 2, 3 and 4 are reported following that item. Whenever possible the responses are given exactly as written by the teacher. For the sake of conciseness and clarity, however, it was necessary to summarize some of the responses. The figures in brackets appearing at the end of evaluative statements refer to the number of teachers who support the particular statement; these figures add up to 10 except in cases where teachers gave more than one answer.

Section 2

- 2.1 Please describe any introductory activities and discussions you conducted with your class in preparation for the filmstrip/tape presentation of Bienvenue à Montréal.

Most of the teachers indicated that they conducted the following:

- Introduction of basic vocabulary.
- Presentation of cognates and false cognates.
- Discussion of different aspects of Montreal.

- 2.1.1 Indicate the language(s) you used and the language(s) in which the students responded.

Mostly English	French and English	Mostly French
2	4	4

- 2.1.2 Please assess these introductory activities in terms of the performance and reaction of the class.

- Provoked a good deal of interest. (5)
- Students were very keen on learning about Montreal. (3)
- Students enjoyed finding cognates for English words. (4)

- Good reaction, satisfactory performance. (2)
- Considerable preteaching was necessary, some enthusiasm was lost. (2)

2.1.3 If you were to teach Bienvenue à Montréal again to a comparable class, how would you alter the introductory activities?

- Not alter at all. (1)
- Add historical background. (2)
- Show more pictures for a better overview of Montreal. (2)
- Shorten introductory activities. (2)
- Use it in Grade 10. (1)
- Play word games, give exercises to strengthen new vocabulary. (2)

2.2 Please provide a detailed account of how the core component (the filmstrip/tape) of Bienvenue à Montréal was presented to your class. For example, how many times were the tape and filmstrip run and did you find it necessary to stop the tape at any point(s) for the purpose of clarification or explanation?

- Ran filmstrip and tape the first day, filmstrip only the second day and filmstrip and tape the third day.
- Ran filmstrip and tape, then filmstrip only and asked questions relating to the frames.
- Ran filmstrip and tape only once: students were restless because of limited understanding of French commentaries.

2.2.1 What method was used to assess the students' comprehension?

Oral questions	Prepared tests
8	2

2.2.2 What vocabulary items did the students have trouble with?

- Words with no "obvious" English parallel. (2)
- The vocabulary items in the history section. (6)
- Not so much with the individual vocabulary items as hearing it used as part of a longer statement. (2)
- A number of words were listed, e.g., colon, marché, but, dessin ...

2.2.3 Please assess the presentation of the core component in terms of the performance and reaction of the class. Did the performance of the class meet any expectations you may have had?

- Very good, the class was very interested. (4)

- Commentary for some frames was too complicated. (4)
- Hoped the students would display more enthusiasm. (2)

2.2.4 If you were to teach Bienvenue à Montréal again to a comparable class, how would you alter the presentation of the core component?

- Pre-teach historical events. (1)
- Stop the tape more frequently. (2)
- Replay after new vocabulary has been mastered. (3)
- Teach one "theme" a day. (3)
- Would not alter. (1)

2.3 Please provide a detailed account of the follow-up activities that were carried out in your class. We would appreciate it if you included specific information, such as the topics covered in class discussion.

- Discussed what to see in Montreal. (7)
- Completed list of cognates. (3)
- Discussed fashion, anti-English sentiment. (1)
- Answered questions related to the film. (1)
- Read: Aventure à Montréal. (1)
- No time for follow-up. (1)

2.3.1 Indicate the language(s) you used and the language(s) in which the students responded.

Mostly English	English & French	Mostly French	French only
2	2	5	1

2.3.2 Please evaluate the follow-up activities in terms of the performance and reaction of the class. Did the performance of the class meet any expectations you may have had?

- Performance was as expected. (3)
- Students retained a great deal of information. (3)
- Many students did not grasp much of the tape. (2)
- Answers were halting. (2)

2.3.3 If you were to teach Bienvenue à Montréal again to a comparable class, how would you alter the follow-up activities?

- Would assign projects. (2)
- Would aim for more use of French in discussion. (1)
- Would teach one "theme" a day. (1)

- Would lengthen activities so weaker students could learn more. (3)
- Would not alter. (3)

2.4 How many class periods or fractions of class periods did you devote to Bienvenue à Montréal?

- Most teachers devoted 3 or 4 class periods.

2.4.1 How much of this time was devoted to the introduction, the core and the follow-up activities respectively?

- Introduction - 1/2 or 1
- Core - 2
- Follow-up - 1/2 or 1

Section 3

3.1 Was the subject matter of the filmstrip/tape presentation of interest to the students? Please elaborate. (The following general topic headings refer to the filmstrip/tape presentation. They may help you to formulate your answer to this question: General introduction, Historical background, Student life and recreation, Music and theatre.)

- The subject matter and presentation were well suited. (4)
- Would like to see more on recreation, music and student life. (2)
- Students were interested in tourist aspects. (3)
- The historical background was confusing. (1)

3.2 Was the subject matter of the filmstrip/tape presentation appropriate to the age level and maturity of the students?

Please elaborate.

- Yes. (5)
- Yes, but the related language level was still somewhat beyond them. (2)
- Yes, although they were unprepared for the historical section. (1)
- No, vocabulary difficult. (1)

3.3 Did the background music and sound effects provide clues to student comprehension? Please elaborate.

- All the teachers replied that it did, since it set the atmosphere in places.
- 3.4 Did the volume of the background music and sound effects interfere with student comprehension? Please elaborate.
 - Did not interfere, but livened up presentation.
- 3.5 Did the announcer speak at the correct speed and with sufficient clarity to allow for student comprehension? Please elaborate.
 - The announcer was very good. (9)
 - The announcer spoke too rapidly. (1)
- 3.6 Were the pictures in the filmstrip appealing to the students? Please elaborate.
 - Yes.
 - Yes. The pictures were well presented. (10)
 - The students were not too keen on maps. (3)
- 3.7 Were the vocabulary and structures used on the tape at the correct level for student comprehension? Please elaborate.
 - Correct level. (4)
 - Above Grade 9 level. (6)

Section 4

- 4.1 Do you view Bienvenue à Montréal as a regular part of the French curriculum or as an extra 'treat'? Please elaborate.
 - Used it as a treat but believe it is essential to our program. (7)
 - Prefer to use this module only for enjoyment and enrichment. (2)
 - Used as support material for the regular textbook. (1)
- 4.2 Do you feel that Bienvenue à Montréal contributed to the language teaching aims of your French program? Why or why not?
 - Yes, because it adds a most valuable cultural component. (5)
 - Yes, we need more such modules to help bring our linguistic program to life. (2)
 - Yes, the work with cognates and language variation gave the students a better understanding of language. (3)

- Yes, it showed the kids they really could understand French. (3)
- Yes, it gave the students an opportunity to express themselves. (4)

4.2 Do you feel that Bienvenue à Montréal provided your students with added motivation or incentive to use their French? Why or why not?

- Yes. (5)
- Somewhat. (1)
- Hard to assess. (2)
- No, because it was followed by testing. (1)
- No answer. (1)

4.3.1 Did your students participate more or less than usual in class discussions of Bienvenue à Montréal? Please elaborate.

- More. (3)
- As usual. (4)
- Less. (2)
- Weak students participated less. (1)

4.4 Do you think your class would benefit from future modules of this type? Why or why not?

- Yes. It increased student interest in the language because it is not taught in the same way as daily classes.
- Yes. It aids motivation greatly.
- Yes. Students enjoy audio-visual presentations.

4.5 Has Bienvenue à Montréal led you to consider seeking out and/or putting together similar material for your French classes? Do you have any idea of the form or content that these materials might have? If you can, please elaborate.

- It is hard for teachers to prepare such modules while teaching.
- I would like to see more of the same format produced professionally.
- The form of this module is excellent. Many topics of typical French life could serve as content.

Section 5

5.1 Any additional comments concerning Bienvenue à Montréal would be greatly appreciated.

- Should have included more on Olympics, baseball and French-Canadian singers.
- Handouts like a map of Montreal, word list are important.
- Good format.

Distribution of Sample According to School Characteristics

		<i>Number of Schools</i>
<i>Length of period:</i>	70 minutes	5
	40 minutes	5
<i>Semestered:</i>	Yes	5
	No	5
<i>Streamed:</i>	Yes	6
	No	4
<i>Program:</i>	Ici on Parle Français	5
	Passeport Français	3
	Le Français Partout	1
	Le Français International	1
<i>Began French:</i>	Grade 5	3
	Grade 6	3
	Grade 7	3
	Grade 9	1
<i>Ethnic Background:</i>	Canadian born	6
	Mostly Canadian	3
	Mostly New Canadian	1